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Rollins College

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ROLLINS COLLEGE BULLETIN

D. Koehler

CATALOG NUMBER . . . 1953 - 1954



WINTER PARK, FLORIDA

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This catalog supersedes all previous issues.

*The College reserves the right at any time to
make whatever changes may be found necessary.*

ROLLINS COLLEGE BULLETIN

VOL. XLVIII

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ROLLINS COLLEGE

BULLETIN

CATALOG NUMBER . . . 1953 - 1954



WINTER PARK
FLORIDA

A FIRST GLANCE AT

Field and Standing

Rollins is an undergraduate college of liberal arts and sciences. It is coeducational. It offers the degrees, Bachelor of Arts, Bachelor of Science, and Bachelor of Music. It is accredited by the Southern Association of Colleges and Secondary Schools. It is a member of the American Association of Colleges, the American Council on Education, the Florida Association of Colleges and Universities, and the National Association of Schools of Music. These memberships and accreditation mean that Rollins has obtained the highest recognition available to liberal arts colleges in the nation.

Students

Rollins is a national college. The great majority of its students come from other states: New York, Ohio, New Jersey, Michigan, Massachusetts, Illinois, Connecticut, Indiana, Pennsylvania, Wisconsin, and Tennessee furnish the largest numbers, but students come from nearly all of the states. Fifteen foreign countries are also represented in the student body. The typical student is friendly, cosmopolitan, and inquisitive and came to Rollins because of its approach to education. The College is a small college by plan. It follows the policy of keeping the enrollment at six hundred. From those who express a desire to attend Rollins College, about one student in four is selected for admission. These selections are made on the basis of the judgment of the Admissions Committee as to the ability of the student to profit by education in this College and the prospect that the student will contribute to the quality of the college community. The criteria of selection are scholastic ability and achievement, character, personal habits of work, and open-mindedness. In exceptional cases, the prospective student may be asked to come to the campus for an interview before a decision is made.

Program

The academic program of the College is centered in the basic liberal arts. "The Rollins Plan", which was developed twenty-five years ago as a pioneering venture in education, is centered in the conference plan of teaching, the individualized curriculum, and small classes. It is described in more detail elsewhere in

ROLLINS COLLEGE

this catalogue. It grows out of the conviction that the best education for the student comes out of what he is led to do for himself, rather than what is done for him. The basic liberal arts curriculum is the best preparation for professions, for graduate study, for business, and the other areas of interest of superior students who have a reasonable expectation of assuming positions of leadership and responsibility.

Rollins is a private, independent college supported by endowment, gifts, and fees. It was founded sixty-eight years ago by the Congregational Church. Although it has been independent for many years, it has maintained the spiritual ideals of its heritage.

The faculty has been selected to carry out the particular plan of education at Rollins. Scholarship and sound academic training are essential but are not regarded as sufficient to accomplish this purpose. Creative imagination, vital interest in effective teaching, and qualities that go to make up an interesting person are elements sought in a Rollins teacher. It has frequently been true that persons of this type have sought Rollins College because of their interest in the Conference Plan. The ratio of faculty to students is one to nine.

Rollins, through its splendid student government, its numerous academic, social, and athletic organizations, and its location in the cultural center of Winter Park, has a wide range of wholesome activities. The many student organizations, giving training in leadership and the art of getting along with people, are supplemented by intramural and intercollegiate athletic teams. Rollins competes in intercollegiate athletics in baseball, basketball, crew, golf, and tennis.

As an independent college, it is supported by private benefactions. It is proud of its independence and grateful to its friends who have contributed the support that sustains its program and provides a beautiful physical setting.

Roots

Faculty

Activities

Supporters

THE ROLLINS CALENDAR

1953-1954

FALL TERM

September 28, Monday, 4:00 p.m. *Meeting of Faculty*
September 27-30, Sunday (evening) through Wednesday

Orientation Period and Registration of Freshmen

September 30, Wednesday

Meeting and Registration of Transfer Students

October 1, Thursday *Registration of Former Students*

October 2, Friday, 8:30 a.m. *Fall Term Classes Begin*

November 25, Wednesday (end of classes)

Thanksgiving Holiday Begins

November 30, Monday, 8:30 a.m. *Classes Resume*

December 18, Friday noon *Fall Term Ends*

WINTER TERM

January 4, Monday, 8:30 a.m. *Winter Term Opens*

February 20, Saturday *Alumni Day*

March 17, Wednesday (end of classes) *Winter Term Ends*

SPRING TERM

March 23, Tuesday, 8:30 a.m. *Spring Term Opens*

May 30, Sunday, 10:30 a.m. *Baccalaureate*

June 3, Thursday *Spring Term Classes End*

June 4, Friday, 10:00 a.m. *Commencement*

1954-1955

FALL TERM

September 27, Monday, 4:00 p.m. *Meeting of Faculty*
September 26-29, Sunday (evening) through Wednesday

Orientation Period and Registration of Freshmen

September 29, Wednesday

Meeting and Registration of Transfer Students

September 30, Thursday *Registration of Former Students*

October 1, Friday, 8:30 a.m. *Fall Term Classes Begin*

November 24, Wednesday (end of classes)

Thanksgiving Holiday Begins

November 29, Monday, 8:30 a.m. *Classes Resume*

December 17, Friday noon *Fall Term Ends*

WINTER TERM

January 4, Tuesday, 8:30 a.m. *Winter Term Opens*

February 19, Saturday *Alumni Day*

March 16, Wednesday (end of classes) *Winter Term Ends*

SPRING TERM

March 22, Tuesday, 8:30 a.m. *Spring Term Opens*

May 29, Sunday, 10:30 a.m. *Baccalaureate*

June 2, Thursday *Spring Term Classes End*

June 3, Friday, 10:00 a.m. *Commencement*

Each class period at Rollins College is sixty minutes in contrast to the usual fifty minutes. This enables each term to be shortened by one week.

DIRECTIONS FOR CORRESPONDENCE

The Rollins College Bulletin, which is issued quarterly throughout the year, gives information about various phases of college life. One number of the Bulletin each year is the College Catalogue.

The College is glad to send copies of the catalogue and other numbers of the Bulletin to those who are interested.

Correspondence relating to the different aspects of the College should be addressed as follows:

ADMISSION OF NEW STUDENTS . . .	<i>Director of Admissions</i>
GENERAL INTEREST, EDUCATIONAL PROGRAM .	<i>Dean of the College</i>
ENTRANCE CREDITS	<i>Registrar</i>
MEN STUDENTS—PERSONAL WELFARE AND HOUSING .	<i>Dean of Men</i>
WOMEN STUDENTS—PERSONAL WELFARE AND HOUSING	<i>Dean of Women</i>
FINANCES	<i>Treasurer of the College</i>
STUDENT FINANCES	<i>Cashier</i>
ALUMNI	<i>Alumni Secretary</i>

Visitors to the College are welcome at all times, but as the college offices are closed from Saturday noon until Monday morning, members of the administration and faculty may be seen during this time only by special appointment made in advance.

The Rollins Program

Twenty-five years ago Rollins College entered upon a pioneering program of reform in liberal education. It was guided by three principles which make up both an educational philosophy and a program commonly referred to as "The Rollins Plan":

1. All effective education is in large measure self-education of the individual. This implies that the teacher-student relationship must be direct and personal, that the progress of the student is by means of what he is led to do and not what is done for him, and that the elements of a liberal education may vary with the individual student's interests, needs, and capabilities. In harmony with this, the general requirements for the bachelor's degree are flexible, permitting latitude in planning by the student and his faculty adviser.

2. College teaching is most effective in a conference situation in which the teacher and other students evoke oral and written expression from each student, and by their criticisms, lead the student to develop standards of judgment on his own work. Each class meets as a group conference and the instructor supplements the class meeting with individual conferences.

3. College study should be kept in touch with the creative forces at work in the national life, economic, political, and æsthetic. This is achieved by a wide range of public lectures, concerts, and conferences bringing national leaders in many fields to the campus.

The Conference Plan

The most obvious thing to the visitor to the campus concerning the Conference Plan is the physical arrangement of the classroom buildings. Chairs and tables and their arrangement certainly do not make up an educational plan, but they are important tools in the process of teaching. Classrooms at Rollins College contain a large oval table with chairs for about twenty students. This has an important influence on what goes on in these buildings. They are

THE ROLLINS PROGRAM

not set up as places to make speeches or to hear them. They are outfitted as places for discussion. Each faculty member has an individual office near his classroom, and the door is open. The conference plan of education begins with the physical setting that supports it and encourages it.

No two persons ought to, or for that matter could, conduct their classes exactly alike. The mind, spirit, and character of the teacher has to be shadowed forth in what he says and does, else teaching loses its vitality. At Rollins College each faculty member tends to go about his work in his own way, but through tradition and constant discussion, they have come to share a common belief: First of all, that teaching consists in guiding the learning of students, rather than a performance on the part of the teacher; that the best way to do this is to teach students to participate, to lead them to express themselves orally and in writing; that this expression should be for the benefit of others in the class and not for the sake of being judged by the professor; that this talking and writing by each student should be criticized by others; and that this group discussion guided by the teacher will lead each student to develop for himself a standard of judgment on his own work. The standard that he develops for himself is a permanent contribution to his intellectual growth. Of course, the teacher must make a judgment, but that is simply a device for recording the effectiveness of the learning that has taken place and not a part of the process itself. In summary, the typical class meeting is a group conference.

The Rollins faculty believes that individual conferences must supplement the group method. These individual conferences with students make up the tutorial aspects of teaching. These conferences center around discussion of outside readings, individual review and criticism of the work of students, and like matters. Several members of the faculty make a practice of giving at least one test during each term and never grading it. They ask the students to come in individually, go over the test with them pointing out sections that were accurate but need to be extended, other sections that were inaccurate and where there were mistakes, suggesting to the best students ways in which they can extend their work by further outside study, and to the poorer students, ways in which they may review and keep up with the class group. *The group conference and the tutorial conference taken together make up the Conference Plan of teaching.*

The Individualized Curriculum

A reading of the sections of the catalogue devoted to requirements for degrees will reveal that Rollins College specifies very few required courses. A required curriculum may, in fact usually does, provide a reasonable and effective plan of liberal education for most students, but it is not a reasonable program for *all* students. For some students, a required curriculum becomes a needless repetition

THE ROLLINS PROGRAM

of some elements that have already been covered by other studies, readings, or experience, while at the same time, it may leave gaps and unfilled needs for students who for one reason or another may be deficient in particular areas. To overcome these difficulties, Rollins College has a system of faculty academic advisement. Each student is assigned a faculty adviser upon entrance. It is the responsibility of this adviser to work out with the student the plan of courses that will best fit his needs. The adviser endeavors to see that each has a proper spread of courses in the basic fields of learning, but selects those courses and teachers that will best fill the needs of the particular student.

Examinations and Academic Standards

Examinations, grades, and grading are de-emphasized at Rollins College, but at the same time high standards of academic achievement are greatly stressed. Grades, grading, and examinations cannot be eliminated. There are no "examination weeks". Each instructor gives whatever tests or examinations he believes will contribute to the effectiveness of teaching and a fair judgment of the achievement of the students, but the stress is always on the process of learning, rather than on grading.

It is obvious from the description above of the Conference Plan and the Individualized Curriculum that a very large measure of freedom is not only allowed, but fostered among the students at Rollins. To make it possible to have this degree of freedom, it is necessary for it to be supported by a high sense of responsibility and a high quality of work on the part of students. For that reason the College feels justified in setting a high standard which the students must maintain in order to continue in residence at the College. At the end of the second year a student must have an average grade of C in all courses and above C in the courses in the field in which he proposes to major. It is both by selectivity in the admission of students and by requiring a consistently high level of performance on the part of its students that the College has been able to make a success of a plan of education which allows a wide range of individual freedom.

The Guidance Program

Entering students arrive early in order to get acquainted with one another and with their advisers without the distracting influence of a large body of upperclassmen. Under the guidance of a faculty adviser, each student makes out his initial program of study in terms of its balance among the three great fields of the sciences, the humanities, and the social sciences. The adviser has frequent conferences with the student and attempts to lead him into the practice of the art of accepting responsibility.

THE ROLLINS PROGRAM

These advisers are chosen from a group of the faculty especially interested in this work. In addition to assisting in the arrangement of a program of study, the adviser takes a special interest in the students assigned to him, cultivates their acquaintance, and is of personal help as a counselor and friend. In most cases the students keep the same adviser until they choose a major professor upon entrance to the Upper Division. As far as practical, the Deans work with and through the adviser in helping the individual student.

It is recognized that some students will accept advice only from those whom they like. In other words some students like to choose their own advisers. In order to achieve this as far as is possible, a careful study is made of the student's record before assigning him to an adviser. Since the adviser not only gives preliminary approval to the student's courses but is expected to advise the student on all manner of questions relative to his college course and his plans for life, the Dean will from time to time interview both the advisers and advisees to ascertain their progress, and will make shifts of advisees when a change seems desirable.

The Element of Friendliness

In the attempt to *humanize* education, to substitute *learning* for *instruction*, Rollins has seen another attribute gradually evolve which is perhaps, of even more value than either the Individualized Curriculum or the Conference Plan. It is mentioned here because the students have asked that it be mentioned in the catalog. This quality is the pervading spirit of friendliness that is generated both within and without the conference room, that exists alike in student to student, student to teacher, and student to Dean relationships. This friendliness is readily apparent in the Student Center over coffee, on the Chapel lawn after services, on the campus at large, and, especially, in the continuing correspondence between faculty members and former students.

Most educational institutions, fortunately, are friendly places. In calling attention to what it believes to be an unusual degree of beneficial companionship in education, Rollins expresses the firm pride of all its members who have learned the inestimable rewards of neighborliness in mutual undertakings.

Without this neighborliness, without the friendly give and take of spirited discussion, the Rollins Program with its basis in the individual would certainly be an empty one. With it, probably more is achieved than the original proponents of the Conference Plan would have thought possible.

Admissions And Expenses

Admission of Students

The number of new students that can be admitted to Rollins in any one year is limited. The College aims to select only those students whose qualities of character, personality, intellectual ability, and interest in scholarship indicate that they can pursue a college course with profit.

Application Procedure

The following steps should be taken in applying for admission to Rollins College:

1. Request the Director of Admissions to send an *Application for Admission* and return this form with the application fee of \$10. (This fee, which partially covers the cost of collecting information, is paid only once and is not refundable.) A small photograph, preferably of passport size, is a necessary part of this application procedure.
2. The Admissions Office will then send to the candidate:
 - a. *The Parent Questionnaire*.
 - b. *Certificate of Health*.

The *Secondary School Credits* form will be sent by the Admissions Office to the principal of the secondary school from which the student has been graduated.

For students who are still in school, a preliminary form will be sent at the time of application and the final form for certifica-

ADMISSION OF STUDENTS

tion of credits will be sent direct to the school at the time of graduation.

After an applicant has complied with the foregoing requirements, his name will be placed before the Admissions Committee and he will be notified regarding his status. The contingent deposit fee of \$25 is paid upon notice of acceptance. If requested, students are also expected to show evidence of their ability to meet the financial requirements of the College.

An accepted student who requests that his application be transferred to a later term must be reconsidered by the Admissions Committee. Any application for entrance at the beginning of the year will be automatically withdrawn by the Committee on October 1 of that year unless request has been made for transfer to a later date of entrance.

Applicants for admission are urged to inform the College promptly of any change of address, transfer from one school to another, or withdrawal of application.

Entrance Requirements

Admission From Secondary Schools

Graduates of secondary schools which are approved by a recognized accrediting agency, if certified by their principals, are eligible for consideration without entrance examinations. However, all applicants are advised to take the Scholastic Aptitude Test of the College Entrance Examination Board.

All candidates for admission must present evidence of the satisfactory completion of not less than fifteen units of secondary school work. In addition, the student's record must meet the certification level of his secondary school, and he must be recommended by his principal.

While Rollins desires to place no restrictions upon the secondary school curriculum, a minimum of twelve units of college preparatory courses are required of each applicant, as follows:

Three units must be in English.

Nine units may be selected from the following:

Languages—Latin, Greek, French, German, Italian, Spanish (If language units are offered for entrance, not less than two years' work can be counted as college preparatory units.)

Mathematics—algebra, plane geometry, solid geometry, trigonometry.

Science—biology, botany, chemistry, geography, physics, zoology.

Social Studies—history, government, and related subjects.

ADMISSION OF STUDENTS

A unit represents a year's study of a subject in a secondary school under the conditions specified by regional accrediting associations.

Admission By Certificate

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all subjects covered by them.

Certificates of the New York State Examination Board are accepted.

Certificates of the College Entrance Examination Board are accepted.

Admission By Examination

If students do not meet the standards for entrance but, in the opinion of the Admissions Committee, show compensating abilities, they may be allowed to take examinations. These examinations will be sent to a regular member of the staff of the student's preparatory school to be administered there.

Candidates who are graduates of non-accredited secondary schools will be expected to submit transcripts from such schools showing the subjects studied, and in addition may be required to pass entrance examinations in four high school subjects, English being one of the four.

Admission From Other Colleges

Students applying for admission to advanced standing in Rollins College on the basis of work completed in another college must provide evidence of honorable dismissal and a complete transcript of the Registrar's record of work in the college from which they transfer.

Students who transfer to Rollins from other colleges are entered in the Lower Division, but may gain admission to the Upper Division when they demonstrate that they have completed the equivalent of the Lower Division plan at Rollins. They will not be granted a degree in less than one year of residence at Rollins, regardless of work done elsewhere. Two terms of this year of residence must be spent in the Upper Division.

Transfer credit will not be granted at time of entrance for any courses completed with a grade of "D" or below. However, credit for courses transferred with a grade of "D" may be validated by completing a more advanced course in the same field at Rollins College with a grade of "C" or above.

No credit will be granted for courses completed by correspondence. No more than 30 term hours of credit may be allowed for extension courses.

A student will not be accepted for admission if he is not permitted to re-enter the institution he last attended.

ADMISSION OF STUDENTS

Veterans

Rollins College is approved by the Veterans Administration for the education of honorably discharged veterans.

Veterans accepted under Public Law 346 must present *before registration* a satisfactorily completed Veterans Administration Form 7-1953, Certificate of Eligibility and Entitlement.

Before a veteran accepted for training under Public Law 16 may be registered, the College must receive from the Veterans Administration Form 7-1905, Authorization and Notice of Entrance into Training.

To receive benefits under Public Law 550 (Korean Bill), a veteran must present to Rollins College the Veterans Administration Form 7-1993, Certificate for Education and Training.

The Orientation Program

All entering students assemble at the College a few days in advance of the rest of the students. During these opening days, matters of importance are presented to the new members of the college body. Attendance throughout this period is therefore required of all new students.

STUDENT EXPENSES

Student Expenses

The official expenses for each student in Rollins College for 1953-54 are as follows:*

Application fee (<i>new students only</i>).....	\$ 10.00
payable upon application for entrance.	
Contingent Deposit (<i>new students only</i>).....	25.00
payable immediately upon acceptance.	
Student Association Fee (<i>all students</i>).....	30.00
payable September 15.	
(determined annually by vote of the Student Association)	
General Fee, Boarding Students (<i>tuition, board, room, etc.</i>)	\$1800.00
payable, \$250 July 1; \$1550 September 15.	
General Fee, Day Students (<i>tuition, etc.</i>).....	1100.00
payable, \$100 July 1; \$800 or \$1000 September 15. (<i>An automatic remission of \$200 of this fee is allowed all students residing with parents or guardians within fifty miles of Winter Park. Scholarships for Central Florida students are available in addition. See page 24.</i>)	

APPLICATION FEE. Upon application for admission to the college, new students pay the application fee of \$10. This sum is paid but once and is not refundable.

CONTINGENT DEPOSIT. The Contingent Deposit of \$25 is paid by the student immediately upon notification of acceptance. This deposit reserves a place for him subject to the completion of payments as scheduled above and will be refunded upon request at the time of graduation or withdrawal at the end of a college year.

STUDENT ASSOCIATION FEE. All students pay the Student Association Fee which is levied by the Student Association and collected by the College. This fee covers certain student activities and publications and is administered by the Student Association under the direction of the College and may be changed at any time by vote of the Student Association.

GENERAL FEE, BOARDING STUDENTS. The general fee includes items usually differentiated as tuition, board, room, certain special fees such as laboratory fees and instruction in music; limited medical and infirmary service for minor illnesses; and the use of all college facilities. All students must meet the July installment to assure the reservation of a place in the College.

VOLUNTARY FEE. The General Fee does not cover the cost of education at Rollins College. Parents who wish to pay a sum which approaches the full cost may pay an additional Voluntary Fee of \$300 each year. This is deductible in computing income tax as a contribution.

**The fees listed are subject to change at any time by action of the Board of Trustees.*

STUDENT EXPENSES

GENERAL FEE, DAY STUDENTS. The general fee for day students is \$1100. However, day students residing with their parents within fifty miles of Winter Park will be accepted for 1953-54, subject to the payment of the General Fee of \$900.

No student entering as a boarding student is permitted to change his status to a day student during the college year.

Special Charges

OVER-REGISTRATION. Any student who registers for more than eighteen term hours, exclusive of physical education, Choir, and Glee Club, is charged \$4.00 for each term hour over eighteen hours.

LATE REGISTRATION. A fee of \$5.00 per day is charged for late registration.

Regulations Regarding Fees And Expenses

As the College predicates its expenses and bases its budget upon the full collection of the general fee from all accepted students adjustments are made only under the following regulations:

1. If a student, on account of serious and prolonged illness, is obliged to leave college, upon the recommendation of the college physician, the College will share the resulting loss with the parents by refunding 75% of any prepaid portion.

2. If any student enrolled at Rollins receives a mandatory call from the Federal Government to enter the military or naval service on an active duty status, the general fee for the year will be pro-rated as of the date the student is required to leave college to report for duty.

3. If a new student fails to enter college after acceptance has been granted, or if a student who has been in previous attendance fails to return, or *if any student leaves college for any reason other than those stated in No. 1 and No. 2 above, or is suspended or dismissed, no refund will be made.*

Failure to pay the stipulated installments of the applicable General Fee promptly upon the dates specified forfeits all previous payments and deposits as well as the right to a place in the College, and the College reserves the right to select another student immediately to fill the vacancy thereby created.

4. A student will be considered in attendance at the College until formal notice of withdrawal has been filed in the Office of the Dean by the parent or guardian.

All financial obligations must be fulfilled before the student attends classes.

Accident Insurance

While the College itself assumes no liability for accidents, an agreement has been entered into with an insurance company which

STUDENT EXPENSES

makes available medical reimbursement insurance covering accidents to the students at Rollins College. Full details and application blanks will be available in the cashier's office. This insurance is optional.

Insurance Of Personal Belongings

The College does not carry insurance on students' personal belongings and is not responsible for loss or damage from any cause. Students should arrange for extended coverage on existing policies or make arrangements for insurance locally upon arrival.

Financial Aid Available To Students

Rollins College prides itself on its generous record of helping worthy students who can prove their need for financial aid. In selecting such students the following qualifications are carefully considered:

- (a) Financial need supported by a confidential statement furnished by the parents or guardian.
- (b) Possession of high moral character.
- (c) Ability to maintain a good scholastic record.

Several types of financial aid and self-help are available, such as deferred payment of a portion of the general fee, part-time work, and loans.

Application for financial aid for the coming year must be filed by new students with their application for admission, and by returning students before March 1.

Deferred Payments

Since the College predicates its budget on the assumption that all fees and expenses will be paid promptly and in full on the dates outlined in this catalogue, exceptions can be made only in the most unusual circumstances. Parents or students who find it essential to discuss any variation in the stated terms or dates of payment should take the matter up in writing with the College Cashier in ample time to have any proposed change officially reviewed before the stipulated date of payment arrives.

Part-Time Work

A number of students earn a small portion of their expenses by part-time work at Rollins. Qualified students may be assigned work in the college dining hall, library, administrative offices, et cetera. Few working students can earn more than \$150 per year while carrying a full college load.

Loans To Students

The College has a number of loan funds from which loans may be made to exceptional students. Ordinarily only upperclass students are eligible to borrow from these loan funds. If a student

STUDENT EXPENSES

who has been granted a loan transfers to another institution, the loan must be paid in full before the student will be granted an honorable dismissal from Rollins College.

ELBERT H. GARY LOAN FUND. This fund was established by a generous gift of the late Judge Elbert H. Gary and is to be used in helping ambitious and hardworking boys and girls to secure a college education which they otherwise could not afford.

SENIOR LOAN FUND. A loan fund started by the Senior Class of 1929 and increased by subsequent classes. This fund is available only to seniors.

CAROLINE A. FOX LOAN FUND. This fund was established in honor of the late Caroline A. Fox, a generous benefactress of the College.

FRANKLIN A. COBB MEMORIAL LOAN FUND. This is a small loan fund established by Harrison S. Cobb, Class of '30, as a memorial to his brother, the late Franklin A. Cobb, who also attended Rollins for one year. Loans from this fund are made only to exceptional students of the highest moral character.

MILTON J. WARNER LOAN FUND. A loan fund established in 1941 through the generosity of Milton J. Warner, a trustee of Rollins College.

JOHN G. AND FANNIE F. RUGE LOAN-SCHOLARSHIP FUND. This fund was established by the late John G. and Fannie F. Ruge of Apalachicola, Florida, and amounts to \$4,500 annually for a period of ten years. The first grant was available for the college year 1946-47. Loans are to be made to worthy students with preference being given to students who are natives of Florida and who have resided therein continuously for five years preceding the award of such loans. Upon certain conditions, the Board of Trustees may grant scholarships from this fund.

THOMAS G. LEE MEMORIAL LOAN FUND. A student loan fund, created by the wife of the late Thomas G. Lee in memory of her husband, a distinguished educator.

Special Regulations

Boarding students who receive scholarships or other aid on the basis of financial need shall be disqualified from receiving such scholarship or aid if they own or maintain an automobile on the Rollins campus. Exceptions will be made for students who use cars for business during the college year.

For further information regarding financial aid to students, address Chloe M. Lyle, Cashier, Rollins College, Winter Park.

Scholarships

Scholarships at Rollins are awarded primarily on the basis of need, superior ability, and promise of unusual achievement. Entering students interested should write to the Office of Admissions for full information. All applicants for scholarships are strongly

STUDENT EXPENSES

advised to take the Scholastic Aptitude Test of the College Entrance Examination Board.

HONOR SCHOLARSHIPS. Rollins College awards annually a limited number of Honor Scholarships to first year students. The winners are selected from candidates recommended by their high school principals before January 15. A superior academic record and need are basic requirements. These scholarships are valued at \$1,000 each and are renewable for that amount if the student maintains a high academic record and a high standard of conduct.

MUSIC HONOR SCHOLARSHIPS. Rollins College is awarding one scholarship valued at \$1,000 in piano leading to the Bachelor of Music degree. The scholarship will be awarded upon the basis of the candidate's musical excellence and high academic standing. It is renewable for that amount if the student maintains a high musical and academic record.

ACHIEVEMENT SCHOLARSHIPS. Rollins College awards a limited number of Achievement Scholarships to new as well as returning students each year. These are given to students who have a high academic record and unusual ability and promise in a special field, and who cannot pay the full fee at Rollins College. The amount of such scholarships varies according to need and ability up to \$600 per year. Achievement Scholarship winners are expected to participate in the activities connected with the field of their special interest.

Application for scholarships for the succeeding year must be filed by returning students before March 1.

ENDOWED SCHOLARSHIPS. The following endowed scholarships are offered annually by Rollins College to upperclass students in honor of donors to the endowment fund of the College:

THE CHASE SCHOLARSHIP
THE HALL SCHOLARSHIP
THE MARK SCHOLARSHIP
THE SCOTT SCHOLARSHIP
THE BURLEIGH SCHOLARSHIP
THE PEARSONS SCHOLARSHIP
THE ANGIER SCHOLARSHIP
THE WYETH SCHOLARSHIP
THE PALMER SCHOLARSHIP
THE DUVAL SCHOLARSHIP
THE WORTHINGTON SCHOLARSHIP

Each of the above scholarships has a value of \$50 per year.

NETTIE WHITNEY OPDYKE SCHOLARSHIPS. From an annual gift of \$5,000 from Dr. George H. Opdyke, five scholarships of \$1,000 each, named in memory of Nettie Whitney Opdyke, will be awarded to both men and women. Each recipient will be known as an Opdyke Scholar.

STUDENT EXPENSES

UNIVERSITY CLUB SCHOLARSHIPS. Rollins College, through the cooperation of the University Club of Winter Park, Florida, will offer, during 1953 and 1954, twenty scholarships of \$1,000 each.

1. Candidates must rank in the upper fourth of the graduating class of their secondary schools and show leadership in some extra-curricular activity other than athletics.
2. They must be unable to meet the cost of a college education. The family income should not exceed \$5,500.
3. They must reside in some northern or western state.

ANNA G. BURT SCHOLARSHIP. This scholarship is available only to Florida girls and amounts to approximately \$500 annually.

EDWARD S. MEYER SCHOLARSHIP. An annual scholarship of approximately \$150 to be awarded to an outstanding student, preferably one majoring in modern languages. This scholarship was established in 1941 through the generosity of the late Professor Edward Stockton Meyer.

THEODORE CLARENCE HOLLANDER SCHOLARSHIP. The Theodore Clarence Hollander Cooperative Scholarship Committee of the Permanent Charity Fund, Incorporated, Boston, Massachusetts, offers an annual scholarship to be awarded to an outstanding student, preferably one coming from the vicinity of Boston, Massachusetts. This scholarship is on a cooperative basis and is to be awarded to a student who is earning a part of his college expenses.

CAROLINE G. PLANT SCHOLARSHIP FUND. An annual award of \$1,150 to be given to an outstanding student. This award may be in the form of a scholarship or loan. This fund was established in 1949 through the generosity of the late Caroline G. Plant.

PRESSER MUSIC SCHOLARSHIP. An annual scholarship of \$250 will be awarded by the Presser Foundation to a student majoring in music.

THE DAVIS BROTHERS SCHOLARSHIP FUND. An annual award of \$600 to be given to outstanding students in the Department of Business Administration, Pre-Law, or Education. The individual awards may be a minimum of \$100 or a maximum of \$200. Applicant must have resided in Florida or Georgia for at least ten years prior to enrollment in Rollins College and intend to make his home in Florida, Georgia, or Louisville, Kentucky, after graduation. This fund is made possible through the generosity of Lovetts and Table Supply Stores Welfare Fund.

Central Florida Scholarships

As a gesture of appreciation for the loyal support which the residents of Central Florida have accorded Rollins College during

STUDENT EXPENSES

its entire history, Rollins College will, in 1953-54, award a limited number of scholarships of \$400 each to students selected on the basis of need, ability, and achievement. They are open to day students whose parents are bona-fide legal residents living within fifty miles of the college campus. These special scholarships will be applied toward the final payment of the General Fee for Day Students. Boarding students are not eligible to hold these Central Florida Scholarships.

Scholarships For Foreign Students

Rollins occasionally offers scholarships to foreign students. These are often awarded in consultation with the Institute of International Education. The value and number of foreign scholarships vary from year to year.

CHARLES D. HURREY SCHOLARSHIP FUND FOR LATIN AMERICANS. \$6,000 has thus far been raised for this fund designed to establish Latin American scholarships at Rollins in honor of Mr. Charles D. Hurrey who spent many years as a "Good Will Ambassador" in Latin America.

The Rollins Standard

Conduct of Students

Rollins is concerned not only with the scholastic standing but with the social habits and influence of the individual student. In helping the student achieve maturity the college administration tries to enter into each student's problems sympathetically. However any student who is persistently negligent in academic work, who violates the regulations of the College, who breaks the laws of civil society, or makes himself an undesirable citizen of the campus or community because of specific acts or general attitude opposed to good order, may be warned, placed on probation, suspended, or dropped from college, as the conditions warrant. Specifically, a student may be dismissed from the college without particular charges, if in the opinion of the faculty and administration his attitude or conduct is incompatible with the best interests of the College.

Class Attendance

Prompt and regular attendance is a part of the work of each course. Rollins College has no "cut" system. A student who is consistently absent from classes without the permission of his instructors will be placed on probation or may be required to withdraw from college. Whenever a student is absent, it is his responsibility to arrange with each of his instructors to make up the work lost. When it is necessary for a student to be absent from the campus for one day or more, he must receive permission from his Student Dean before leaving.

Probation

A student may be placed on probation either for misconduct or for failure to maintain satisfactory scholastic standing.

No student on probation, whether for social or scholastic reasons, is allowed to represent the College as a member of any athletic team, in an extra-curricular dramatic production, or in any other way, nor is he eligible to hold any college or fraternity office, to participate in any public or intramural activities, to receive financial aid of any sort from the College, to own or operate a car, or to be admitted to the Upper Division. A student who has been placed on probation for unsatisfactory scholarship must complete one term with a satisfactory record *after* being removed from probation before being eligible for initiation into a fraternity or sorority.

CONDUCT OF STUDENTS

While on probation a student must comply with the restrictions outlined for him by the Faculty Committee on Academic Standing, the Student-Faculty Discipline Committee, or the Student Deans. A student on probation may be dropped from the College at any time if he fails to meet the scholarship standards of the College.

Withdrawals

A student wishing to withdraw from the College must receive a withdrawal permit before so doing. No permit will be given until the student has consulted with the Dean of the College and a formal notice of withdrawal has been filed in the Office of the Dean by the parent or guardian.

Marriage

If marriage during the college year is contemplated, notification must be made to the Student Deans. If the Student Deans are not notified prior to marriage, the student or students may be suspended from college.

Registration

Students must present themselves for registration on the days assigned for that purpose. Registration (the completion of which includes the payment of all financial charges) after the regularly appointed day subjects the student to exclusion from those classes which may be over-registered and a fee of \$5 for each day after the appointed days for registration.

Changes In Registration

Any changes in registration must be made during the first week of the term. Approval of changes later in the term will be granted by the Dean of the College only to meet circumstances beyond the control of the student.

Dropping Work

Work for which the student has once registered may not be dropped except by formal permission secured through the Office of the Registrar. A course abandoned without such permission will be recorded as a failure on the student's permanent record.

Evaluation Of The Student's Work

Although the College stresses the importance of academic achievement, it believes that educational progress may be judged in many ways. Educational development should be a reflection of the development of the whole person. To this end, a rating sheet is used which reflects this attitude. A copy of the report is sent to the parent as well as to the student at the end of each term. The form is reproduced below.

NAME		COURSE						TERM AND YEAR	
								ROLLINS COLLEGE	
		Unsatisfactory	Conditional*	Minimum	Satisfactory	Good	Outstanding	Recommendation: (For Seniors Only) This student shows promise for doing graduate work in this field. Yes () No ()	
1. SUCCESS IN ACHIEVING THE SPECIFIC PURPOSES OF THE COURSE. (Record letter grade in appropriate column. This is the grade to be entered on the permanent record. No plus or minus signs are to be used.)									
Report on Total Number of Absences:		How many excused? _____				How many unexcused? _____			
2. OTHER EVALUATIONS (Check only if seriously below or exceptionally above an accepted standard.)									
	Below	Above						Below	Above
Conscientiousness of Effort			Thoughtful Participation in Discussion						
Interest			Responsibility in Class						
Perseverance			Punctuality—Attendance						
Originality			Punctuality—Completing Assignments						
Self-Reliance			Attendance						
Development in Thinking			Effectiveness in				(Written)		
Understanding or Insight			Communicating Ideas				(Oral)		
GENERAL COMMENT:									

Signature of Instructor

* A grade of E may be recorded in this column only in the first portion of a hyphenated course. For further interpretation of grading see the catalog.

Explanation of the Card and of the Items To Be Rated

This report card is based on the following principles:

A. The evaluation of a student should be an appraisal of desirable habits and qualities of character as well as of scholarship.

B. Every attempt should be made to de-emphasize grades as being in themselves the objective of education.

C. The report card should be an individualized report card.

The goal at Rollins is individualized education. This is achieved by individualized teaching. To be consistent, the report card should provide for individualized grading.

The card should offer the opportunity to evaluate many habits and traits of character; but the card should be so designed that all

EVALUATION OF STUDENT'S WORK

these traits do not require grading for every student. In other words, the instructor may use as much or as little of the card as he chooses.

The instructor will mark *Success in Achieving the Specific Purposes of the Course* (item 1) with a letter grade and only such other items as he feels qualified to rate or he feels need to be rated.

Success in Achieving the Specific Purposes of the Course (item 1). These "purposes" include understanding and appreciation as well as skills, techniques, and essential information. The letter grade entered under this item is the grade entered on the permanent record. Grades A, B, C, D are passing grades. A grade of E meaning "conditional passing" may be assigned in the first term of a course that continues through two terms, or the first or second term of a course that continues through three terms. A student receiving E in the earlier part of a course will have that grade changed to D if he passes the subsequent portion of the course; the grade will be changed to F if he fails the subsequent portion. If the grade, E, has not been validated within two terms after it is awarded, the grade will be changed to F.

As stated above, item 1 shall be checked for all students. Instructors are urged to check the other items, and include a general comment, except when the nature of the subject matter or work in the course is such that it is difficult or impossible to evaluate the student in this ability or trait, or when the instructor feels he has not yet had the opportunity to make a valid judgment of this trait or ability in the student.

General Comment. This section should be used to comment on significant interests, limitations, merits, general cooperation for the objectives of the College, and, particularly, advice to students and parents as to how they can cooperate in overcoming any weakness indicated.

If, in the opinion of the instructor, the student needs more work in this field, or would not profit by more work in this field, or is in the wrong major, this should be specifically noted under *General Comment*.

Academic Program and Standards

The work of the College is divided into two divisions, a Lower Division in which students become acquainted with the fundamentals of several areas of learning, and an Upper Division where they pursue a selected field of learning.

Lower Division

Courses. The student's schedule in the Lower Division will include: (1) Three courses in the humanities in addition to English Composition, three courses in the natural sciences, and three courses in the social studies; (2) a few introductory courses in the field in which the student believes he will major; and (3)

ACADEMIC PROGRAM AND STANDARDS

a foundation course in English Composition as a half course through six terms.

Advisers. When the first-year student enters he is assigned a Faculty Adviser who helps him in scheduling his courses. This Faculty Adviser may be changed at any time at the request of either the student or the Dean of the College.

Final approval of the student's schedule rests with the Dean of the College or the Registrar.

Schedule. Every Lower Division student should register for three full academic courses, Foundation English, and one Physical Education activity each term unless special dispensation is granted upon the recommendation of the Adviser and with the approval of the Dean of the College or the Registrar. A student may not register for more than 18 hours without the approval of the Dean of the College or the Registrar.

Scholarship Standards Required of First-Year Students. In order to maintain a satisfactory academic standard during his first year in college, a student should have achieved, as a minimum:

(a) an academic average of C, or only slightly below, for his second and third terms, or

(b) an academic average of C, or better, for his third term.

Students are expected to conform to such regulations as are deemed necessary by the instructors for the conduct of the work of the courses for which they register.

Upper Division

Application for admission to the Upper Division should be made by all second year students before registering for the spring term. Transfer students who have completed two years of college work should file application for admission to the Upper Division by the middle of their first term in residence. The application will be made in the Office of the Registrar in compliance with the procedure established by the Upper Division Committee. This application will be planned in consultation with a major professor. It will include a program of work in the selected major field and elective courses desired to give a balanced liberal education. Changes in the plan may be made in the Registrar's Office in accordance with procedures established by the Upper Division Committee.

I. In order to demonstrate his ability to go into the Upper Division and pursue his major, a student must achieve as a minimum, in his second year, either

(a) A general academic average of C with an average of slightly better than C in the courses already taken in his proposed major field, or

(b) A general academic average of C or only slightly below, with an average of B in the courses already taken in his proposed major field.

ACADEMIC PROGRAM AND STANDARDS

- II. (a) A student shall be admitted to the Upper Division with a major only in a field in which he has demonstrated adequate ability, as defined in I above.
- (b) In borderline cases, however, the Upper Division Committee, while not admitting the student to the Upper Division, may at its discretion allow him to pursue his major for three terms. Failure to meet standards for admission to the Upper Division by the end of the third year in college will result in dismissal.
- (c) If after one or two terms in the Upper Division a student is not achieving an average of slightly better than *C* in his major courses, he shall, with the advice and approval of his major professor, the Registrar, and the Dean of the College, change his major. Otherwise he shall be liable to suspension or dismissal.

Each Upper Division student should register for three full academic courses, a seminar, and one physical education activity each term (provided he has not previously met the physical education requirements), unless special dispensation is granted upon the recommendation of the adviser and with the approval of the Dean of the College. A student may not register for more than 18 term hours without the permission of the Registrar or the Dean of the College.

Requirements For Graduation

Rollins College awards the degrees, Bachelor of Arts, Bachelor of Science, and Bachelor of Music. In order to be eligible for a degree a student must

- (1) meet the requirements of Lower Division (page 32);
- (2) meet the requirements of Upper Division (page 33), including the requirements of a major field;
- (3) complete additional work to make a total of not less than 36 full courses (180 term hours) and 12 hours of seminar courses and 9 hours of physical education;
- (4) in addition to the qualitative standard required under (I) above, attain while in the Upper Division an average of *C* in courses outside the major field and an average of better than *C* in the courses taken in his major field; and
- (5) be in the Upper Division for at least two terms. The entire senior year must be taken at Rollins.

Honors Work

A student whose work is of high quality showing special aptitude in his major field may, with the approval of his major professor, make application to be considered for Honors Work not later than

REQUIREMENTS FOR GRADUATION

the middle of the last term preceding his senior year. This special work shall count for not more than one full course. If the application is approved, a special Honors Committee will examine the student toward the end of his senior year to determine whether he is to be granted his degree with distinction in his major field.

A student whose work is of high quality but who does not undertake such specialized work will be awarded his degree with distinction without reference to a specialized subject.

Honors And Prizes

ALGERNON SYDNEY SULLIVAN AWARD—In 1925 the New York Southern Society, in order to perpetuate the memory of its esteemed founder, established the Algernon Sydney Sullivan Award. This award, in the form of a bronze medallion, is intended to "recognize and encourage in others those same principles of love for and service to men, which were his dominant characteristics."

Rollins College has the honor of being one of the limited number of institutions chosen to bestow this award. It may be given each year to not more than one man and one woman of the graduating class and to one other person who is not a student at the College.

"The recipients of the Award shall be chosen by the faculty of the College. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind and conduct as evince a spirit of love for and helpfulness toward other men and women."

The first award of the Algernon Sydney Sullivan Medallion by Rollins College was made in 1927 to Irving Bacheller, the distinguished novelist.

THE ROLLINS DECORATION OF HONOR was established by the Board of Trustees on February 22, 1935. The first award was made to President Hamilton Holt. It is awarded to alumni, trustees, members of the faculty or administrative staff, or friends of the College, in recognition of distinguished service which has been a contribution to the progress of Rollins.

THE GENERAL REEVE AWARDS FOR SCHOLARSHIP, established in 1945 by the late General Charles McCormick Reeve in recognition of high scholastic standing, are awarded at graduation each year to the five seniors who have maintained the highest scholastic record during their last three years in Rollins.

THE O.D.K. HONOR AWARD is conferred upon the man in the graduating class who by his conduct and service has made the greatest contribution to the development of the spirit of leadership and cooperation in the student body of Rollins College.

THE ORDER OF THE LIBRA CUP is awarded to the woman in the graduating class who by her conduct and service has made the greatest contribution to the development of the spirit of leadership and cooperation in the student body of Rollins College.

HONORS AND PRIZES

THE CHI OMEGA SOCIAL SCIENCE AWARD of \$25.00 is presented by the Upsilon Beta Chapter of Chi Omega Fraternity to the girl in the graduating class with the highest scholarship record in the fields of history, sociology, psychology, or political science.

AN ECONOMICS PRIZE of \$10.00 is offered by the Gamma Phi Beta Sorority to the senior woman who has won the highest scholarship record in economics or business administration. The object of this cash prize, which is awarded at commencement time, is to create interest in this field among women students.

THE HOWARD FOX LITERATURE PRIZE of \$50.00 has been offered by Dr. Howard Fox of New York City for the best piece of literature produced by a student at Rollins College. In awarding this prize, originality, human interest, and craftsmanship shall be considered.

THE GENERAL REEVE CONTEST offers each year to the men students who shall compose the best original essays in the English language six prizes of \$75.00 each, given through the generosity of the late General Charles McCormick Reeve of Minneapolis and Winter Park. The subjects for these essays shall be chosen in each academic year by a Committee of the Faculty. No discrimination as to merit shall be made among the six essays designated for prizes by the Committee. All essays awarded prizes shall be delivered by their authors at a public meeting of the members of the College. The author who, in the opinion of judges specially selected for the purpose, has most effectively composed and delivered his material will be awarded in addition the Hamilton Holt Gold Medal.

THE EDWARD HOOKER DEWEY ORATORICAL PRIZE FOR WOMEN is offered by Mr. and Mrs. Walter E. Dewey in honor of their son, Edward Hooker Dewey, late associate professor of English at Rollins College. The competition is open to all women students. A prize of \$35.00 will be awarded for first place and \$15.00 for second place for the best original essays on some topic of international import.

THE SUZANNE WILFLEY RAUSCHER PRIZE of \$50.00 is divided among three Rollins students submitting the best essays on the question, "What can religion contribute toward making our civilization and industrial life more humane?" The contest is open to all students interested, and the award will be given subject to the approval of the Dean of the Chapel and a committee appointed by him.

THE ZETA ALPHA EPSILON BOOK PRIZE is awarded at the final Honors Day program of the academic year to the senior student member of the society having the highest record of achievement in science.

THE THOMAS R. BAKER MEMORIAL PRIZE is awarded annually to the third year student in Rollins who has maintained the highest scholarship record in the study of chemistry.

HONORS AND PRIZES

THE CLASS OF 1941 SCIENCE PRIZE, a year's subscription to "The Journal of Chemical Education," is awarded annually to "a promising" chemistry student. This prize is presented by the science majors of 1941 in order to stimulate further scientific studies.

PHI BETA AWARDS, one in Theatre Arts and one in Music, are offered to the women members of the graduating class who have shown the greatest accomplishment in these fields.

THE PI BETA PHI DRAMATICS PRIZE of \$20.00 is given by Pi Beta Phi Fraternity for the greatest improvement made by a student in theatre arts.

THE THETA ALPHA PHI AWARD is a prize given by Theta Alpha Phi, national honorary dramatic fraternity, to the freshman man and woman doing the most outstanding work in the Theatre Arts Department.

THE SPEECH CUP is awarded by the Speech Society. At each meeting a "best speaker" is chosen by the group and given one month's possession of the cup. Any individual who has won the cup three times during the academic year is awarded it as a permanent possession.

THE TIEDTKE AWARD is a gold medal given by Mr. John Tiedtke to a student who has shown outstanding achievement and progress in the fine arts.

THE HIRAM POWERS MEMORIAL PRIZE AWARDS FOR ART, in amounts of \$50.00, \$25.00 and \$10.00, are donated by his daughter Rose Powers Rochelle to be awarded to Rollins students, for "excellence in painting."

THE ROSE MILLS POWERS MEMORIAL PRIZE AWARDS FOR POETRY, in amounts of \$50.00, \$25.00 and \$10.00, are donated by her daughter Rose Powers Rochelle to be awarded to Rollins students, for "those poems marked by mastery of form, power of imagination, and persuasive communication."

THE O.O.O.O. TROPHY is presented by the organization to the man who has most distinguished himself in athletics during the year at Rollins.

THE PHI MU ATHLETIC AWARD is presented annually by the Phi Mu Fraternity to the outstanding senior woman athlete.

WOMEN'S INTRAMURAL TROPHIES are awarded annually. Permanent possession is granted to any group winning a trophy for three consecutive years.

Archery—presented by Pi Beta Phi.

Basketball—presented by Alpha Phi.

Golf—presented by Kappa Alpha Theta.

Horsemanship—presented by Independent Women.

HONORS AND PRIZES

Swimming—presented by Chi Omega.

Tennis—presented by Kappa Kappa Gamma.

Volleyball—presented by Gamma Phi Beta.

THE O'BRIEN INTRAMURAL TROPHY, donated by Mr. Neill O'Brien of Winter Park in 1946, is awarded to the women's group having the greatest number of points at the completion of the intramural sports season. Permanent possession is granted to any group winning the trophy for three consecutive years.

THE J. GORDON CLERK INTRAMURAL TROPHY was donated in 1945 by Mrs. J. Gordon Clerk in memory of her husband, a Rollins alumnus of the Class of 1932 who was killed in action in World War II. The cup is awarded to the men's group having the greatest number of points at the completion of the intramural sports season, and must be won three years in order to become a permanent possession.

THE CAMPUS SING, sponsored by the Independents, was organized to stimulate group singing on the campus. Prizes are awarded to the fraternity and the sorority that are winners in the competition held every spring.

SOCIAL ORGANIZATIONS SCHOLARSHIP TROPHIES were established through the generosity of the late Hamilton Holt, during his presidency of the College, and are awarded annually under the auspices of the Panhellenic Association and Interfraternity Council, to the men's and women's social organizations having the highest scholastic group standing.

The Rollins Curriculum

Majors

A student majors in a subject listed under one of the first four groups. Subjects printed in italics may not be chosen as majors. With the approval of the adviser, the Upper Division Committee, and the Dean of the College, a student may elect a combined major chosen from subjects in different fields.

HUMANITIES

Art	Music:
English	Composition
Foreign Languages:	Instrument
French	Music Education
German	Voice
<i>Italian</i>	Philosophy
<i>Latin</i>	<i>Religion</i>
Spanish	<i>Speech</i>
History	Theatre Arts

NATURAL SCIENCES

Biology	Mathematics
Biology: Forestry	Physics
Chemistry	

SOCIAL STUDIES

Business Administration	Philosophy
Economics	<i>Political Science</i>
Education	Psychology
<i>Geography</i>	<i>Religion</i>
History	Sociology
<i>Inter-American Studies</i>	

OTHER MAJORS

Pre-Engineering (Chemistry, Mathematics, Physics)
Pre-Medical
Social Studies

HEALTH AND PHYSICAL EDUCATION

As described elsewhere the major will be arranged to fit the individual needs of each student and the outline of work will vary in accordance with his special interests and approach, therefore, a detailed description of the major is impossible. However, there are some general requirements in the various subjects which can be listed and these are set forth below.

A student is expected while in the Lower Division to do the introductory work in his major subject which will give him the fundamental knowledge necessary for advanced work. He should consult his adviser in regard to this work. The specific achievements which are listed as required under the different majors presuppose such knowledge as would be acquired by a student who had satis-

MAJORS

factorily completed the work offered in the subject, or an equivalent study of the topic.

Art

Cameron, McKean, Ortmyer, Tasker, Taylor

A major in art requires a broad fundamental training in the various phases of art expression. The student should have a thorough understanding of fundamental art principles, be able to analyze individual art problems, and suggest a logical plan for their solution. Emphasis on creative thinking is the aim of the department. A course in art principles (131-132), one survey course in the history and appreciation of art, one course in philosophy, and one course each in painting, sculpture, and design are required as a prerequisite for advanced study.

After a student has completed the two term course in Art principles, he may choose between Creative Art or Art History and Appreciation.

In the Upper Division a student specializing in creative work is required to take six creative art courses (one of which must be 371), at least two Upper Division art history courses, and Aesthetics. Not more than three of the creative art courses may be in the same subject field.

Recommended electives:

French or German

Music Appreciation

History

Literature (Contemporary Drama)

Art History majors are required to take two years general survey in the field of art history: in the Lower Division survey courses in the history and appreciation of art (101, 219, 267); in the Upper Division Early Italian and French Art (311, 312), Contemporary Art (323). In addition he must schedule three creative art courses of his own choosing, two philosophy courses, one to be æsthetics, and he must acquire a reading knowledge of French or German.

Recommended electives:

Later European Art (313, 321)

American Art (322)

and as many courses in social studies as possible.

Biology

Shor, Vestal

With the unique opportunity offered in Florida for out-of-door study, a major in biology stresses two objectives, (1) a broad understanding of the inter-relationships of the local fauna and flora correlated with (2) the basic ideas and techniques associated with the

MAJORS

more formal training in the laboratory. The course as outlined offers the broad basic background desired for the many opportunities existing in the numerous fields in botany, zoology, and conservation.

A student majoring in biology shall in the Lower Division obtain a knowledge of:

General Biology (104-105-106)

Field Biology (201-202-203)

In the Upper Division he shall take six advanced courses in the field. All students majoring in biology shall have a knowledge of general chemistry and a distribution of courses in other fields of study which shall give a broad cultural background. If graduate work is contemplated, the student is strongly urged to obtain a knowledge of organic chemistry and modern physics, and a reading knowledge of German or French.

Biology: Forestry

Rollins College offers a program in forestry in cooperation with the School of Forestry of Duke University. Upon successful completion of a five-year coordinated course of study, a student will have earned the Bachelor of Science degree from Rollins College and the professional degree of Master of Forestry from the Duke School of Forestry.

A student electing to pursue this curriculum spends the first three years in residence at Rollins College. Here he obtains a sound education in the humanities and other liberal arts in addition to the sciences basic to forestry. Such an education does more than prepare a student for his later professional training; it offers him an opportunity to develop friendships with students in many fields, expand his interests, broaden his perspective, and fully develop his potentialities.

The student devotes the last two years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry. Since Duke offers forestry courses only to senior and graduate students, the student from Rollins finds himself associating with a mature student body. He is well prepared for further personal and professional development.

Candidates for the forestry program should indicate to the Director of Admissions of Rollins College that they wish to apply for the Liberal Arts-Forestry Curriculum. Admission to the University is granted under the same conditions as for other curricula. At the end of the first semester of the third year the College will recommend qualified students for admission to the Duke School of Forestry. Each recommendation will be accompanied by the student's application for admission and a transcript of his academic record at Rollins College. No application need be made to the School of Forestry prior to this time.

MAJORS

The normal program will include the following courses:

CREDIT HOURS

<i>First Year</i>	<i>1st Term</i>	<i>2nd Term</i>	<i>3rd Term</i>
Biology	5	5	5
Mathematics	5	5	—
English	2½	2½	2½
Art or Music	—	—	5
Electives	5	5	5
P. E.	—	—	—
	17½	17½	17½
<i>Second Year</i>			
Chemistry	5	5	5
English	2½	2½	2½
Biology	5	5	5
Economics	5	—	—
Electives	—	5	5
P. E.	—	—	—
	17½	17½	17½
<i>Third Year</i>			
Physics	5	5	5
Biology	5	5	5
Seminar	1-2	1-2	1-2
Elective	5	5	5
P. E.	—	—	—
	16-17	16-17	16-17

Suggested electives are:

Economics	Geography
History	Creative writing
Modern Foreign Language	Religion
Political Science	Psychology
Speech	Sociology
Philosophy	Art
(including logic)	Music

The following courses offered in the Duke School of Forestry will be acceptable to Rollins College in partial fulfillment of requirements for the major:

Dendrology	3 sem. hrs.	4.5 term hrs.
(Tree identification)		
Wood anatomy	3	4.5
Silvics (Forest ecology)	3	4.5
Entomology	3	4.5
Pathology	3	4.5
	15 sem. hrs.	22.5 term hrs.

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Business Administration

Evans, Magoun, Peterson, Plumer, Reynolds, Robbins, Robinson, Tiedike

The normal program for majors in Business Administration includes the following:

Business Mathematics (Math. 121) or the passing of a test established by the Economics and Business Administration Division.

Principles of Economics (Econ. 211-212)

Principles of Accounting (Bus. 204-205)

Business Finance (Bus. 307)

Principles of Marketing (Bus. 311)

Business Law (Bus. 322-323)

Economics and Business Statistics (Bus. 208)

Business Management (Bus. 309)

Business English (Bus. 317-318-319)

Four additional Upper Division courses in this or other departments, selected with the approval of adviser.

Chemistry

Carroll, Mitchell

For a major in chemistry, the following courses are required:

General Chemistry (105-106-107)

Analytical Chemistry (201-202-203)

Organic Chemistry (311-312-313)

Physical Chemistry (405-406-407)

General Physics (201-202-203)

Mathematics through Calculus (211, 212, 213)

Recommended: General Biology (104-105-106)

Advanced Chemistry (Either 413 or 421-422-423)

If graduate work is contemplated, one or two years of German are essential.

Economics

Hanchett, Peterson, Plumer, Reynolds, Robbins, Robinson

The normal program for majors in economics includes the following:

Principles of Economics (Econ. 211-212)

Economic Analysis (Econ. 303)

Economic and Business Statistics (Bus. 208)

Money and Banking (Econ. 309)

Public Finance (Econ. 306)

Labor Problems (Econ. 321)

International Trade (Econ. 305)

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Three of the following seminars:

- Economic Development in the United States (Econ. 243)
- History of Economic Thought (Econ. 327, 328)
- Current Economic Problems (Econ. 331, 332)
- Economic Projects (Econ. 401, 402, 403)
- Report Writing (Bus. 319)

Five additional courses in this or other departments selected with approval of the adviser. The following are recommended for consideration:

- Comparative Economic Systems (Econ. 422)
- Business Fluctuations (Econ. 431)
- Principles of Accounting (Bus. 204-205) (recommended and acceptable, even though a Lower Division course).
- Business Law (Bus. 322-323)
- Business Finance (Bus. 307)
- Principles of Marketing (Bus. 311)
- Business Management (Bus. 309)
- Courses in history, philosophy, political science, psychology, and sociology.

Education

Packham, Russell, Waite

Students majoring in education should study in the Lower Division at least one course from each of the following fields: psychology, education, and speech. In addition the General Preparation requirements for teachers' certificates as found on page 53 must be taken. Students planning to teach in the elementary school should begin the specialization requirements. Those planning to teach in secondary schools should begin taking courses in the field or fields in which they plan to teach.

In the Upper Division the student should take at least six Upper Division courses in Professional Education including the practical experience courses. Those who plan to teach in the elementary school should complete all the Specialization requirements. Those preparing for secondary school teaching should complete certification requirements for the field or fields of specialization in which at least three courses must be Upper Division courses. All General Preparation requirements must have been met for the certificate.

English

Constable, Dean, Granberry, James, Kelly, Mendell, Shelton, Stock

Students majoring in English and literature should in the Lower Division lay the foundation for advanced study by taking in the second year English Literature and its Backgrounds (203, 204, 205). This is in addition to the foundation courses (111-112-113-114-115-116) required of all students.

Students in the English major are urged to elect at least one year course in a foreign language, or in the cultural history of a

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foreign country. In any case they *must* do so unless they have satisfactorily completed at least three years in language before coming to college.

In the Upper Division the following courses are required:

Eighteenth Century (301)

Nineteenth Century (332, 333)

Plays of Shakespeare (317, 318, 319) two terms

In addition there must be a specialized study covering all the work offered in at least one of the following subjects and amounting in all to a minimum of three terms:

American Literature (303, 304)

History of the Drama (351, 352) and (364, Part I, II)

The English Novel (355, 356, and 365)

Contemporary Literature (364, 365)

Creative Writing (367, 368, 369)

General Science

Carroll, Huntley, Jones, Sauté, Shor, Thomas, Vestal

A student wishing a broad training in science may take a major in General Science. The primary purpose of this course is to satisfy the needs of those students wishing to teach science or to enter the business side of technical industries. This work will lead to a Bachelor of Arts degree.

In the Lower Division the student should take the first year course in biology, chemistry, and physics, and should have had mathematics through trigonometry.

In the Upper Division the student should take at least seven additional full courses in science, of which at least three should be of Upper Division rank, and at least five Upper Division courses in another department or division.

History

Bradley, Drinkwater, Hanna, Johnson, Smith

Students majoring in history will take a minimum of twelve courses in their major field. In the Lower Division they will take at least three survey courses in order to obtain a broad background for their later specialization in the Upper Division. The nine other courses, at least six of which must be Upper Division courses, will be selected in accordance with their special interests and the nature of the later pursuits for which they are preparing. It is highly desirable that these courses and their electives should be so integrated as to give the history majors a broad understanding of the complexities of contemporary life and their responsibilities as citizens.

Inter-American Studies

The course in Inter-American Studies has as its twin objectives to offer education (1) broadly in basic subjects of liberal arts, and (2) specifically in the national cultures of the Western Hemisphere, as a basis for a comprehension of the goals and obstacles of Pan-

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American policy, or as a preparation for further study in the field. It permits the coordination of pertinent courses from the several divisions of academic studies into individual student programs sufficiently comprehensive and flexible to adapt themselves to the interests and varied preparation of both Latin-American and Anglo-American students.

This course of Inter-American Studies can be integrated in the major in the following manner: Students majoring in economics, history, literature, or languages will offer the course as partial fulfillment of the major requirements.

Languages: French, German, Spanish

Campbell, Fischer, Grand, Minor, van Boecop

Even though the outline of study in a major in modern foreign languages varies according to the individual interest and the language chosen, the following constitutes the normal plan.

After completing two years of college work or its equivalent in the language the student will take nine Upper Division courses in the major field. Students planning to go into graduate work are advised to add three more Upper Division courses in the major field.

The student must also have a working knowledge in a second foreign language, either ancient or modern. (A student majoring in Spanish and Inter-American Studies may be excused from this requirement provided he takes a minimum of six Upper Division courses in the Inter-American field.)

Mathematics

Jones, Sauté

A student majoring in mathematics should in the Lower Division obtain a knowledge of:

College Algebra (101)

Plane and Spherical Trigonometry (102)

Analytic Geometry and Calculus (211, 212, 213)

Two of the following sciences, as represented by a full year course with laboratory: physics, chemistry, biology. At least one of these must be taken in college.

In the Upper Division he should take six full courses from the following:

Graphic Statics (303)

Mechanics (307-308)

Intermediate Calculus (311, 312, 313)

Fundamental Concepts of Mathematics (401, 402, 403)

Statistical Method (407)

Mathematics of Finance (408)

History of Mathematics (409-410)

Advanced Mathematics (421, 422, 423) (Selected from fields such as: Differential equations, advanced calculus, advanced algebra, advanced geometry.)

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In addition he should take at least three full courses beyond the first year course in either physics, chemistry, or biology.

For balance, he should elect at least three full courses outside the division of science.

If graduate work is contemplated, the student should take courses to acquire a good reading knowledge of German.

Music

A. Carlo, K. Carlo, Carter, Charnbury, Fischer, Hufstader, Johnston, Monsour, Moore, Nelson, Rosazza, Siewert, Swing

For the Bachelor of Arts candidate with a major in music, approximately two-thirds of the work taken will be in courses other than music. This same plan, in general, is carried out over the four-year period.

Students are expected to elect their major in music upon entrance. A definite amount of prerequisite work is necessary in one field of applied music, varying with the major subject (voice, piano, violin, organ, etc.).

In the Lower Division the student must complete satisfactorily two years of theoretical music. In addition, the student takes two private lessons a week, with an average of two hours a day practice, in his chosen field of applied music (voice, piano, etc.).

The candidate for a degree must have made satisfactory achievement in the study of the history of music, solfeggio, and ear training, and have participated in ensemble and repertoire groups. Participation in and attendance of student recitals is required, and one full recital program must be given to which the public is invited.

In addition to the applied and theoretical music in the Upper Division, a student may elect two correlated subjects each term.

Philosophy

Fort, Stone, Walker

A student majoring in philosophy should study in the Lower Division:

A Survey of the Problems of Philosophy (203)

Logic (223)

The History of Ancient and Medieval Philosophy (201)

History of Modern Philosophy (202)

Ethics (221)

In the Upper Division he should study five full Upper Division courses in philosophy.

The philosophy major is urged in consultation with his adviser to make as wide a selection in related courses as possible. The specific courses will depend upon the area of his special interest in philosophy.

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Physics

Huntley, Thomas

A student majoring in physics should in the Lower Division obtain a knowledge of:

General Physics (201-202-203)

Mathematics through Calculus (211, 212, 213)

French or German or Spanish

General Chemistry (105-106-107)

In the Upper Division he should take at least six courses including 307-308 and 315-316.

Students expecting to enter graduate schools are advised to take courses in advanced mathematics, physical chemistry, and German.

Pre-Engineering

Carroll, Huntley, Jones, Sauté, Thomas

A three-year course has been outlined which will enable a student to enter any engineering school in the junior class with a broader education than he would otherwise acquire. The essentials of this course include mathematics through analytic geometry and calculus, general inorganic chemistry and qualitative analysis, a year of general physics, one or more years of French or German, and one year of English. In the third year students planning a career in chemical engineering take analytical chemistry, all others take mechanics. Suggested electives include mechanical drawing, surveying, astronomy, and logic, as well as other courses outside the field of science.

A student planning to spend four years before entering an engineering school should major in chemistry if a prospective chemical engineer, and in physics for all the other engineering fields, such as mechanical, electrical, civil, aeronautical, etc.

Pre-Medical

Carroll, Huntley, Jones, Sauté, Shor, Thomas, Vestal

A student intending to study medicine should take as broad training in scientific and general cultural courses as possible in college besides the particular courses required for entering into medical study. The minimum requirements of most medical schools of this country include:

General Biology (104-105-106)

Comparative Anatomy (204-205-206)

General Chemistry (Chem. 105-106-107)

Organic Chemistry (Chem. 311-312-313)

General Physics (Physics 201-202-203)

Further, the student should have an understanding of college algebra and trigonometry, at least one year of English, and a reading knowledge of either French or German. For a Bachelor of Science degree from Rollins, the student shall in addition complete a major in biology or chemistry or have a minimum of six full Upper Division

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courses in science which in the opinion of his adviser would be useful as preliminary training for medical school. A choice of the following may be suggested:

Genetics (308)
Bacteriology (328)
Human Anatomy and Physiology (301-302-303)
Analytical Chemistry (Chem. 201-202-203)
Physical Chemistry (Chem. 405-406-407)
Analytic Geometry and the Calculus (Math. 211, 212, 213)

Psychology

Fort, Packham, Russell, Waite

A student majoring in psychology should study general psychology, at least two other Lower Division courses in psychology, one course in philosophy, one course in sociology, and a foundation course in science or mathematics. If possible, this work should be completed in the Lower Division but, with the consent of the major professor, part of it may be taken in the Upper Division.

In the Upper Division, the student should study a minimum of eight Upper Division psychology courses and four additional Upper Division courses chosen from the fields of economics, education, history, philosophy, religion, and sociology.

Students considering graduate work should develop a reading knowledge in French or German or, preferably, both. Almost all graduate schools require at least one course in experimental psychology, one course in statistics, and one in tests and measurements.

Social Studies

Bradley, Darrah, Drinkwater, Fort, Hanna, Johnson, Packham, Powers, Russell, Smith, Stone, Waite, Walker

A student taking a general major in social studies will in the Lower Division study a basic course in each of the following fields: Economics; psychology; sociology; history; philosophy and religion.

In the Upper Division the student will take eleven full Upper Division social studies courses, chosen from lists offered by the departments concerned. Of these eleven courses at least four must be in one department. Some election will be made in at least three other departments including economics. The remainder of the full courses in social studies may be in any social studies department.

Sociology

Powers, Russell

The student majoring in sociology should, in the Lower Division, take at least three courses in sociology, including Sociology 201. He should also schedule Psychology 201 and 205 and Economics 211-212. History 109 is recommended, with at least one additional course in history and a course in science and philosophy.

The Upper Division student should take three full courses and a seminar in sociology. A minimum of two full Upper Division

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courses in psychology is recommended, together with one each in economics, history, and philosophy.

Students considering graduate work in *sociology* should develop a reading knowledge in French or German or, preferably, both. Such a knowledge, while desirable, is not essential for graduate study in *social work*.

Pre-Social Work

Graduate schools of social work prefer applicants who have had a broad liberal arts education with emphasis on the social sciences. Some work in biological science and deftness in both written and oral self-expression are important. The American Association of Schools of Social Work states that "a student interested in social work may properly major in any one of the social sciences so long as he supplements with courses from the others."

Theatre Arts

*Allen, Aycrigg, Bailey, Dorsett, Gaines, Verigan, Whitaker**

A student majoring in theatre arts should have a comprehensive knowledge of the nature of all speech activity. He must be able to demonstrate through performance a high degree of proficiency in (a) communicative speaking, (b) interpretative reading, and either (c) radio production or (d) the acting, directing, designing, and production of plays. To assist in achieving this proficiency, every student is expected to take certain specified courses, and will be required to participate in two major events each year in his special field. This participation can be in platform speaking or debate, radio production, or theatre production, depending on the student's particular interest. A complete record of this activity will be kept and entered in the student's permanent file.

Required courses in the Lower Division:

Fundamentals of Speech (Speech 101)
Introduction to the Theatre (121)
Introduction to Acting (151)
Stage Lighting and Make-up (214) *Seminar*
Radio (202) *or*
Acting (251)
Stagecraft (261)

Required major courses in the Upper Division:

Advanced Acting—two terms (304-305)
Oral Interpretation (Speech 312)
The Modern Theatre (337-338-339) *Seminar*
Fundamentals of Play Directing (401)
Play Directing (402)

Required courses in other departments:

One year of a foreign language (if student has not had
at least two years in preparatory or high school)
Plays of Shakespeare—two terms

* On leave 1952-53.

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Development of Drama—two terms (351-352) *and/or*
Contemporary Drama—two terms (364, Part I, II)

Recommended electives:

Voice training (Private lessons, Chapel Choir)
Literature and Creative Writing
Plays of Shakespeare—third term
Contemporary Literature—(Drama) (364)
Interior Decoration
Upper Division Speech courses—three

Specialized Training

Teacher Education And Certification

Rollins College offers a major in Education for those planning to teach in Elementary schools. Those preparing to teach in Secondary schools may major in the subject which they desire to teach and as part of their elective work they may select courses in Education.

Requirements for teacher certification in Florida are divided into three categories, namely, General Preparation, Professional Preparation, and Specialized Preparation. Other states have similar requirements, which can be ascertained from the Registrar or from the Education Department at Rollins.

Among the courses in General Preparation required for the Florida Certificate are included a minimum of fourteen full courses or the equivalent divided among the following fields, with a minimum of two full courses in each field and a maximum of not more than four full courses in each:

1. Arts of Communication (English—at least 9 term hours, speech, foreign language)
2. Human Adjustment (health, physical education, psychology, religion, logic, ethics, nutrition, problems of living in home and family, community living)
3. The Biological and Physical Sciences; Mathematics (in no case may the entire amount be presented from mathematics)
4. The Social Studies (at least two of the following: geography, history, political science, sociology, economics)
5. Humanities and Applied Arts (at least two of the following: literature (English, American, World); literature written in a foreign language; technological arts; constructive design and fine arts; music)

In the Professional Preparation are the course requirements in *Education* which must include *Practical Experience in Teaching* courses, two full courses in *Foundations of Education* (Educ. 204 or

SPECIALIZED TRAINING

Educ. 351 and Educ. 233 or Educ. 324), two full courses in *Teaching in the Schools* (Educ. 324, provided it is not counted under *Foundations of Education*, or Educ. 404 and Educ. 411), and a seminar in *Special Methods* (Educ. 417, Eng. 401, Math. 304 or Span. 309).

For the Specialization Requirements for elementary teachers or for secondary teachers and for the special requirements in other states the Registrar or the Education Department should be consulted as early as possible in the college course.

Accounting Profession

Rollins College offers a complete course in Accountancy for students who wish to enter this profession. Business majors specializing in accounting may meet all the educational requirements to take the Florida examination to become a Certified Public Accountant. Under the Florida law, no experience is necessary in order to take the examination, but one year of experience in public accounting is required before a certificate will be issued to the successful candidate.

Since there are specific requirements for this examination, both in Business Administration and other fields, any student planning to become a Certified Public Accountant should consult the professors of accounting as early as possible in his college course for full information in regard to these requirements.

Pre-Professional Courses

Rollins College offers pre-professional courses for students who wish to enter schools of Law, Medicine, Engineering, and the other professions. Special pre-medical and pre-engineering majors are offered, the requirements for which are listed under Majors. When necessary, courses are arranged to satisfy the requirements of the particular school chosen by the student. Each student should provide himself with a catalogue of the professional school he intends to enter and, with the aid of his adviser, plan his course accordingly. This should be done when he first enters college, so that he may be sure to meet all the necessary requirements.

While it is possible to enter certain professional schools after two years of college training, the student is advised, whenever possible, to complete the full college course before undertaking professional study. This will enable the student to obtain a better grasp of his chosen subject and a broader viewpoint of the profession which he plans to enter.

Combination Course For Nurses

Rollins College cooperates with hospital schools which are accredited by the American College of Surgeons and the American Hospital Association and which meet the requirements of the American Red Cross and the United States Public Health Service, in providing a course for nurses leading to the Bachelor's degree. The

COURSES OF INSTRUCTION

course of study meets all the requirements of the Florida State Board of Examiners of Nurses and of the National League of Nursing Education. The school of nursing must be recommended to the College by the State Training School Inspector.

It will normally require six years to complete the course, although by special arrangements and by taking summer school work the time may be shortened. The first two years are spent at Rollins or at another accredited college or university. After completing the second year of college work the student enters an accredited school of nursing. Upon graduation from the school of nursing the student reenters Rollins College for the final year's work. Upon satisfactory completion of the course, including graduation from an approved hospital school of nursing, the student will receive the Bachelor of Science degree.

Courses Of Instruction

Numbering Of Courses

In the numbering of courses the following system has been used: Courses open to Lower Division students are numbered from 101 to 299; those open only to Upper Division students are numbered 301 and above. Upper Division students are also privileged to register for Lower Division courses. The term is indicated with the letter *f*, *fall*; *w*, *winter*; *s*, *spring*.

Most courses are given in term units; however, in some cases two or more terms constitute a unit. The printing of a course with a hyphen between the term numbers, (101f-102w-103s), indicates that the course must be taken as a unit. No credit will be allowed for completion of a part of the course. The printing of a course with a comma between the term numbers, (101f, 102w, 103s), indicates that any term's work in the course may be taken independently. When course numbers are separated by a semicolon it indicates that the course is repeated, (101f; 101w).

Courses are designated as *full courses* or *seminars*. Full courses (5 term hours' credit) meet five times a week. Seminars meet once or twice a week. Some courses are given alternate years. The year in which such courses will be given is indicated after the course.

Art

101f, 102w, 103s. Introduction to Art and Artists.

Open to all students. 101 required of art history majors.
Full Course. McKean

104f, 105w, 106s. Creative Art.

The practice of drawing, painting, and the graphic arts as means of personal expression and experiment. Open to all students.
Two-hour Seminar. Taylor

ART

121f, 122w, 123s. Understanding the Arts.

Open to all students. *Two-hour Seminar.*

McKean, Shelton, Walker

131f-132w. Introduction to Principles of Art.

A basic course dealing with the underlying structure upon which all works of art are built. Open to all students, required of majors. *Full Course.* Tasker

151f, 152w, 153s. Sculpture Seminar—Elementary.

Creative work in modeling and casting in plaster. Open to all students. *Two-hour Seminar.* Ortmayer

219w. A Survey of the Arts of Ancient Civilizations.

Deals with the visual arts of the Stone Age, Assyrian, Babylonian, Egyptian, Greek, and Roman civilizations. Stresses the aesthetic elements, while considering the relationship of style to the total thought of a period. Open to all students. *Full Course.* (1954-55) Cameron

226f; 226w; 226s. Design of the Home.

A study of the home as a means of developing the student creatively and personally. An analytical, basic study of interiors, furnishings, and city planning. Model construction. Open to all students. *Full Course.* Taylor

231f, 232w, 233s. Painting.

The practice of drawing and painting as a means of personal expression and experiment. Prereq. 132 or consent of instructor. *Full Course.* Tasker

239s. Art in the Environment.

A creative art course designed to familiarize the student with the Florida environment as a means of inspiration for the creation of art products. Students should be capable of expressing themselves in one of the art mediums: Painting, design, crafts, sculpture, photography. Open to non-art majors only with consent of instructor. *Full Course.* Tasker

254f, 255w, 256s. Elementary Sculpture.

Creative work in modeling and casting in plaster. Open to all students. *Full Course.* Ortmayer

267w. Medieval Art and Architecture.

A survey of Early Christian, Byzantine, Romanesque, and Gothic arts. Stresses the aesthetic elements and considers the relationship of these styles to the life and thought of the people. Open to all students. *Full Course.* (1953-54) Cameron

271f, 272w, 274s. Applied Design.

The design of art products utilizing the basic art principles. The creative use of materials and processes. Practical experience in layout, lettering, and model construction. *Full Course.*

Taylor

ART

304f, 305w, 306s. Advanced Sculpture.

A continuation of elementary sculpture; wood carving optional.
Prereq. three terms elementary sculpture or consent of instructor.
Full Course. Ortmayer

311f, 312w 313s. A survey of the art of the Renaissance.

Prereq. 132 or one Lower Division history of art course.

311f. Art in Italy from the Thirteenth Through the Sixteenth Century.

Full Course. (1954-55) Cameron

312w. Art in France and Northern Europe from the Thirteenth Century Through the Sixteenth Century.

Full Course. (1954-55) Cameron

313s. Seventeenth and Eighteenth Century European Art.

Full Course. (1954-55) Cameron

321f, 322w, 323s. A study of the cultures and society of the following periods as mirrored in their creative arts.

Prereq. 132 or one Lower Division history of art course.

321f. Nineteenth Century European Art.

Full Course. (1953-54) Cameron

322w. Art in America from the Colonial Period Through the Nineteenth Century.

Full Course. (1953-54) Cameron

323s. Contemporary Art.

Full Course. (1953-54) Cameron

331f, 332w, 333s. Advanced Painting.

An advanced course in painting. Consent of instructor. *Full Course.* Tasker

351f, 352w, 353s. Sculpture Seminar—Advanced.

For students who have had elementary work in sculpture.
Two-hour Seminar. Ortmayer

361f, 362w, 363s. Art Literature.

A study of art literature and bibliography adapted to the needs of individual students. Open to art majors and others. Prereq. consent of instructor. *Two-hour Seminar.* Cameron

371f. Application of the Principles of Art.

A more intensive study of the underlying structure upon which all works of art are built with special emphasis on its use in the students' own creative development. Open to students offering five creative art courses. Required of all art majors. *Full Course.* Art Department

373f, 374w, 375s. Advanced Applied Design.

A continuation of elementary applied design with more individualized projects. Field trips will be made throughout the course. Prereq. three terms of elementary design, or principles of art and one term of design. *Full Course.* Taylor

411f, 412w, 413s. Senior Courses in Creative Art.

A student does further advanced study and works toward the

BIOLOGY

senior exhibitions. He may choose between painting, sculpture, or special problems. Consent of instructor required. *Full Course.*

Students who are eligible for honors program may undertake a senior project in art with consent of art department.

Biology

104f-105w-106s. General Biology.

An introduction to the entire wide field of General Biology, formulated to make it significant to a general education, as well as basic to major work in the field. Evolution is used as the unifying principle. Open to all students. *Full Course.*

Shor, Vestal

201f-202w-203s. Field Biology.

A correlated study of natural history as it occurs in Florida, stressing the interrelationships between organisms as well as their taxonomy. Field trips, laboratory work, and discussions. Prereq. 106. *Full Course.* (1954-55)

Shor, Vestal

204f-205w-206s. Comparative Anatomy.

Comparative morphological and embryological studies of the organ systems of the vertebrates. Discussions, and dissection of representative types. Prereq. 106. *Full Course.* (1953-54)

Shor

301f-302w-303s. Human Anatomy and Physiology.

The essentials of anatomy and physiology presented in logical sequence with a biological approach. Open only to pre-medical students and nurses. Prereq. 106. *Three-hour Seminar.* Shor

308f. Genetics.

A course dealing with the laws of variation and heredity. Text-book and laboratory work. Prereq. 106. *Full Course.* (1953-54)

Vestal

316s. Bio-Ecology.

The relation of organisms to their environment with laws affecting their geographical distribution. Special attention to local forms. Prereq. 106. *Full Course.* (1953-54)

Vestal

328w. Bacteriology.

The application of bacteriology of household and sanitary sciences; bacterial diseases; classification of bacteria; identification of various types of bacteria. Prereq. 106. *Full Course.* (1954-55)

Shor

328bw. Bacteriology Conference.

An hour of summarizing and correlating principles and problems encountered in text and laboratory. To be taken in conjunction with Biol. 328w. *One-hour Seminar.* (1954-55) Shor

336s. Biological Literata.

The critical reading and discussion of important biological literature. Classical writings as well as recent papers will be read.

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Emphasis will be placed on scientific literature as a tool for research and education. *Full Course.* (1954-55) Shor, Vestal
341f-342w. Evolution.

A summary of the traditional viewpoints on evolution, and a basis for understanding the newer viewpoints now developing in various sciences. Prereq. Biol. 106 or consent of instructor.
One-hour Seminar. (1954-55) Vestal

339s. Ethnobiology.

A study directed toward an understanding of how people, living in close contact with their natural environment, effectively use their limited resources by making them a dynamic part of their cultural pattern. *One-hour Seminar.* (1954-55) Vestal

344f, 345w, 346s. Plants and Man.

A study of those plants used by man for foods, drugs, fibers, etc. *Two-hour Seminar.* (1953-54) Vestal

351f. Entomology.

Studies in the general characteristics, metamorphosis, control, and economic importance of the principal families of insects. Field work in collection, preservation, and identification of some Florida insects. Prereq. 106. *Full Course.* (1954-55) Shor

353w-354s. Animal Parasites.

Study of some of the principal parasites affecting man with emphasis on life histories and control. Practical work in collecting, mounting, and identification. Prereq. 106. *Three-hour Seminar.* (1953-54) Shor

363w. Conservation of Natural Resources.

The course presents the principal biological concepts and techniques that contribute to the maximum use of our natural resources. Stress is placed upon the responsibilities of man as a vital yet dependent resource. Prereq. 106. *Full Course.* (1953-54) Shor, Vestal

364f, 365w, 366s. Ornithology.

A special study of a few common birds found in or near Winter Park. *One-hour Seminar.* Shor

404f, 405w, 406s. Special Problems in Biology.

Individual problems or special topics according to the interests and preparation of the students. For majors only. *Full Course.* Shor, Vestal

407f, 408w, 409s. Project in Florida Fauna and Flora.

Prereq. 404, 405, and 406. *Full Course.* (To be arranged) Shor, Vestal

Business Administration And Economics

Business Administration

204f-205w. Principles of Accounting.

Principles of accounting as applied to business enterprises operating as sole proprietorship, partnership, or corporation,

BUSINESS ADMINISTRATION AND ECONOMICS

including the analysis of transactions, the making of all types of original entry, posting, adjusting, summarizing, and the interpretation of statements. *Full Course.* Evans, Robinson

207s. Business Organization.

A survey of the nature of a business enterprise; its promotion, operating structure, marketing of products, personnel problems, control, and readjustment problems. *Full Course.*

Robbins, Tiedtke

208f; 208s. Economic and Business Statistics.

Analysis of sources and methods for collecting data. Frequency distributions, averages, measures of dispersion and skewness, correlation, and sampling. The interpretation and presentation of results. Prereq. Math. 121 or business mathematics test. *Full Course.*

Reynolds

307f. Business Finance.

Financial problems of the business firm: Formation and control; capitalization; long term and short term sources of funds; expansion, combination, and reorganization. Prereq. One course in Economics or Bus. 204.

Reynolds

308s. Fundamentals of Investments.

Investment problems from the investor's viewpoint. Evaluation of forecasting methods. Analysis of securities. *Full Course.*

Plumer

309s. Business Management.

Methods and problems of the business world presented from the viewpoint of the business man at work. This course emphasizes the continuity and unity of the problems of the business manager. It is useful to both women and men contemplating work in the field of office management. Prereq. Econ. 212; recommended: Business 205, 207. *Full Course.*

Robinson

311f; 311w. Principles of Marketing.

A basic course in principles and methods of marketing and the market structure. Movement of goods from producer to consumer including marketing functions and institutions, channels of distribution, policies, costs, problems of creating demand, wholesaling, and retailing. *Full Course.*

Robbins

314s. Intermediate Accounting.

Principles underlying double entry, cash and accrual accounting, preparation of financial statements; financial reports from the point of view of business management and finance, including ratio analysis, interpretation; principles of measuring incomes, expenses and profits. Prereq. 205. *Full Course.*

Evans

315w. Intermediate Accounting.

Valuation of various assets; problems involving law and accounting, including contingent, current and fixed liabilities, reserves, capital stock and surplus of complex nature; special statements. Prereq. 205. *Full Course.*

Evans

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317f-318w-319s. Business English.

A course intended to give the student an effective command of the English language as used in business. Knowledge of typing advisable. Business 319s will be open to Economics majors with the consent of the instructor. *Two-hour Seminar.* Magoun

322f-323w. Business Law.

Basic principles of law relating to contracts, agency, bankruptcy, negotiable instruments, business organizations, personal and real property, labor relations, security for credit transactions, and trade regulations. *Full Course.* Plumer

325w-326s. Personnel Management.

Selection and training of employees; job analysis; work standards and labor productivity; merit rating and promotion procedures; wage determination; handling of employee grievances; worker morale; health and pension plans. Prereq. One course in Economics. *Two-hour Seminar.* Peterson

328s. Wholesaling.

Position of the wholesaler in the distribution of different classes of merchandise; types of wholesale organization; organization and management of wholesale establishments and trends in the wholesaling field. Prereq. Principles of Marketing. *Full Course.* (1953-54) Robbins

331f. Retail Merchandising.

Organization of retail establishments, store location, layout, buying, receiving, stock-keeping, inventories, pricing, sales systems, credits, store policies, expenses and profits, personnel problems. Prereq. Principles of Marketing or consent of instructor. *Full Course.* (1953-54) Robbins

335w. Income Tax Accounting.

Taxable income as defined in the Internal Revenue Code, the regulations, and court decisions, which must be reported on returns filed by individuals, partnerships, corporations, fiduciaries. Prereq. 205 or consent of instructor. *Full Course.* Evans

336s. Cost Accounting.

The nature and purposes of cost accounting in relation to management; departmental costs; unit costs; process costs; specific order costs; budgets and standard costs; special problems including joint- and by-products. Prereq. 205. *Full Course.* Evans

413w. Sales Management.

Management problems as they relate to selling, planning, organizing, promoting, merchandising, and control. Sales management cases from the operations of representative companies in different industries. Prereq. Principles of Marketing. *Full Course.* Robbins

414s. Problems in Marketing.

Analysis of the problems of manufacturers and middlemen in

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the marketing of consumer and industrial goods. Product development, selection of brand names, channels of distribution, price policies, sales promotion, and sales analysis. Cases from the operation of representative companies in different industries. Prereq. Principles of Marketing. *Full Course.* Robbins

451f. Advanced Accounting Problems.

Problems of an advanced and complex nature, including partnerships, installments, consignments, agencies and branches, receiverships, estates and trusts, mergers, consolidations. Prereq. 314. *Full Course.* Evans

452w. Advanced Accounting: Controllorship.

Accounting in its relation to management; the nature of controllorship; duties of the controller; the accounting system, its design, installation, and operation; special problems; particular emphasis on financial reports and their use by management. Prereq. 451. *Full Course* (1953-54) Evans

453s. Auditing and Public Accounting.

Internal auditing and control; regulation and social aspects of public accounting; ethics and legal responsibilities; working papers; auditing procedures and practices; auditor's reports. Reports, discussions, and problems. Prereq. 451. *Full Course.* Evans

455w. Governmental and Institutional Accounting.

Accounting for governmental units and non-profit private and public institutions. Funds and their accountability. Classification of accounts, budgeting, and financial reporting. Prereq. 314, 315. *Full Course.* (1954-55) Evans

Economics

109f. Consumer Problems.

Economics from the consumer viewpoint. This course is designed to familiarize the student with the common economic problems he or she will face, or is now facing. For non-majors. *Full Course.* (1954-55) Robbins

111f; 111w; 111s. Economics for Non-Majors.

The basic principles, processes, and institutions of our economy. A course designed to foster clear thinking and understanding of economic issues. *Full Course.* Hanchett, Reynolds

211f-212w; 211w-212s. Principles of Economics.

Production, exchange, and income distribution in the modern economy. A foundation course for majors in Economics and Business Administration. *Full Course.* Hanchett, Robinson

243s. Economic Development of the United States.

A survey of economic growth since Colonial times. Economic effects of the Westward Movement, immigration, and changes in population. The rise of mass production and large-scale corporate enterprise. Evolving economic position of the U. S.

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- in relation to other nations. *Two-hour Seminar.* Hanchett
- 303s. Economic Analysis.**
The basic concepts in contemporary economics: demand, supply, cost, productivity, and indifference analysis. Prereq. Econ. 211-212. *Full Course.* Hanchett
- 305w. International Trade.**
International transactions in commodities, services, and securities; a survey of governmental foreign trade controls; types of monetary systems and financial policies. Prereq. One course in Economics. *Full Course.* (1953-54) Hanchett
- 306s. Public Finance.**
Revenues and expenditures of the federal, state, and local governments. Repercussions of governmental expenditures and taxes upon individuals, business firms, and the entire economy. Implications of the national debt. Prereq. One course in Economics. *Full Course.* Reynolds
- 309w. Money and Banking.**
A study of money; types of currency; modern banking operations; nature and use of credit. Monetary and financial theory applied to business and government. Prereq. One course in Economics. *Full Course.* (1954-55) Reynolds
- 321f. Labor Problems.**
The labor force; trends in employment; problems of unemployment; wages and hours; labor unions; labor disputes and methods of settlement; theory and practice of collective bargaining. Prereq. One course in Economics. *Full Course.* Peterson
- 327f, 328w. History of Economic Thought.**
The development of economic thought, based upon reading and interpretation of standard works in economics. *Two-hour Seminar.* (1954-55) Hanchett
- 331f, 332w. Current Economic Problems.**
Application of economic analysis to problems of contemporary interest. Prereq. Two courses in Economics. *Two-hour Seminar.* (1953-54) Hanchett
- 401f, 402w, 403s. Economic Projects.**
Independent research and reports on assigned topics. Prereq. Two courses in Economics. *One- or Two-hour Seminar.* Plumer
- 422w. Comparative Economic Systems.**
The basic problems faced by all economic systems and the special problems of authoritarian, competitive, and mixed economies. Prereq. Two courses in Economics. *Full Course.* (1954-55) Hanchett
- 431f. Business Fluctuations.**
A study of business prosperity and depression. Theories accounting for changes in the level of business activity. Prereq. Two courses in Economics. *Full Course.* (1953-54) Reynolds

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Secretarial Courses

161f-162w-163s. Elementary Typing.

Mastery of the keyboard, application of typewriting skills to the preparation of letters and simple manuscripts, development of speed, accuracy, and correct typing habits. *Two-hour Seminar.* Magoun

164f-165w-166s. Fundamentals of Shorthand.

The principles of Gregg shorthand, development of proficiency in writing shorthand from dictation, some practice in transcriptions, complete coverage of shorthand theory. Prereq. Demonstration of typing ability equivalent to courses 161-162-163, or enrollment in those courses. *Three-hour Seminar. With Typing Full Course.* Magoun

261f-262w. Advanced Typing.

Improvement in typewriting habits and techniques, development of speed and accuracy in sustained typing, application of typing skills to tabular and statistical materials. Prereq. 163. *Two-hour Seminar.* Magoun

263s. Office Practice.

Development of facility in taking dictation direct to typewriter; preparation of contracts, financial reports, and other business forms; typing of manuscripts, plays, scenarios, and radio sequences. Prereq. 262 or equivalent. *Two-hour Seminar. With 266 Full Course.* Magoun

264f-265w. Advanced Shorthand.

Review of shorthand theory, intensive practice for speed and accuracy in taking dictation and in transcription. Prereq. 166. *Three-hour Seminar. With Typing Full Course.* Magoun

266s. Secretarial Practice.

Advanced dictation and transcription, involving a wide variety of office forms and techniques with a sampling of specific secretarial duties that are encountered in a number of typical business establishments. Prereq. 265 or equivalent. *Three-hour Seminar. With 263 Full Course.* Magoun

Chemistry

105f-106w-107s. General Chemistry.

A course of principles, theory, and laboratory practice designed for all students desiring the fundamentals of chemistry. Prereq. working knowledge of arithmetic and algebra. *Full Course.* Carroll

201f-202w-203s. Analytical Chemistry.

Principles of separation, volumetric and gravimetric theory and technique, chemical equilibria, stoichiometry, principles of colorimetry and spectrophotometry, and introductory statistical analysis. Two class hours and two laboratory periods per week. Prereq. 107. *Four-hour Seminar.* Staff

311f-312w-313s. Organic Chemistry.

A year course on the basic chemical principles and theories of

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the hydrocarbons and their derivatives. Qualitative organic analysis is included in the treatment of both subject matter and laboratory work. Three class hours and two laboratory periods per week. Prereq. 107. *Full Course.* Carroll

405f-406w-407s. Physical Chemistry.

An elaboration of the principles of chemical behavior. Laboratory work up to six hours per week. Prereq. Physics 203, Calculus, and Chemistry 203 (or third year standing). *Full Course* Carroll

411w. Inorganic Preparations.

A course with laboratory work covering the chemical principles and technique involved in the preparation and purification of inorganic substances. *Full Course.* Staff

413w. Problems in Inorganic and Physical Chemistry.

Individual problems or special topics according to the interest and preparation of the student. For majors only. *Full Course.* Staff

417w. Biological Chemistry.

Present theories showing fundamental facts and theories of life processes as shown by research studies, especially the products used for food in growth and maintenance, the products formed, and the products eliminated. Prereq. 311. *Full Course* (not offered 1953-54) Mitchell

421f, 422w, 423s. Advanced Chemistry.

Selected topics for study, arranged in general as separate courses. Prereq. three one-year courses in Chemistry, including Organic Chemistry. Laboratory work included. *Three-hour Seminar.* Carroll

427f-428w-429s. Research in Chemistry.

In order to allow training in initiative and independent performance, investigative work is assigned whereby use of the literature, preparation of reports, and experimental work are required. One class hour per week for progress reports and seminars. Open only to outstanding students in chemistry. *Full Course.* Staff

Education

204f. Child Development.

Includes the growth and development of the child from birth to adolescence with emphasis on the school-age child's adjustment in school and home. Practical experience with children. To be taken second year. *Full Course.* Packham

233s. Introduction to Education.

Includes education in its relation to society and introduces the most significant problems in the schools of today. Community and school surveys. To be taken first or second year. *Full Course.* Packham

EDUCATION

324f. School Organization for Teachers.

Includes the principles of teaching, curriculum organization, and the relationships of the teacher to the community and to the administration. To be taken third or fourth year. *Full Course.*
Packham

343f. Principles of Child Guidance.

Examination and evaluation of the principles of adult-child relationships and the consequences of their application in the social and emotional growth of children. *Full Course.* Waite

351w. Adolescent Development.

Includes the study of adolescents in the school, the home, and the community, and how to overcome difficulties encountered at this age. To be taken third or fourth year. *Full Course.*
Packham

404s. Tests and Measurements.

Includes the interpretation and use of evaluative techniques for use in classrooms and in school. To be taken third or fourth year. *Full Course.*
Packham

411f. Principles of Teaching.

A course on teaching methods and courses of study. Elementary and secondary teachers study for their own level. To be taken third or fourth year. Prereq. 233 or 324. *Full Course.* Packham

412-413 (fall, winter, or spring). Practice Teaching.

A minimum of 160 clock hours of observation and practice teaching in an elementary or secondary public school, distributed for sixteen weeks of two hours per day or eight weeks of four hours per day. To be taken concurrently with Educ. 417 in fourth year. Prereq. 411. *Two Full Courses.*
Packham

414-415-416 (fall, winter, or spring). Internship and Special Methods.

Eight weeks of all day experience in an elementary or secondary public school and three weeks of planning in the special field of teaching. To be taken fourth year. Prereq. 411. *Three Full Courses.*
Packham

417f; 417w; 417s. Special Methods.

A course that gives specific help in teaching materials content, and techniques in the special field which the individual plans to teach. To be taken concurrently with Educ. 412-413. *Three-hour Seminar.*
Packham

Courses for Elementary Teachers (Open to the Community)

203s. Children's Literature.

Comprehensive survey of books for children and use of library and visual aid materials. To be taken first or second year. *Full Course.*
Henderson

205f. Music in Elementary Education.

Content and method of teaching music in the elementary grades. To be taken first or second year. *Full Course.* Nelson

EDUCATION

206w. Experiences in Music for Classroom Teachers.

Three-hour Seminar.

Nelson

229f. Art in Elementary Education.

Content and methods of teaching art in the elementary grades.

To be taken first or second year. *Full Course.*

Ludwick

230f-231w-232s. Art in Elementary Education.

Content and methods of teaching art in the elementary grades.

To be taken first or second year. *Two-hour Seminar.*

Ludwick

303f. Teaching in Elementary School.

Comprehensive course dealing with curriculum, general methods, and organization of elementary schools for those teachers who are converting their secondary school certificate to an elementary one. *Full Course.*

Packham

305w. Reading in Elementary School.

Objectives of a reading program for the elementary grades with techniques of developing reading skills. *Three-hour Seminar.*

Packham

308s. Remedial Reading in Elementary School.

Technique of handling reading difficulties in elementary school classrooms. *Three-hour Seminar.*

309s. Health Education in Elementary School.

Principles of health education with attention to safety and healthful home and school living. To be taken third or fourth year. *Full Course.*

Shor

310w. Physical Education in Elementary School.

The organization and conducting of physical education program in elementary grades. To be taken third or fourth year. *Full Course.*

McDowall

311f-312w-313s. Exploring the Child's Physical Environment.

Content and method of teaching science in elementary school.

To be taken third or fourth year. *Two-hour Seminar.*

Huntley, Vestal

314s. Remedial Speech in Elementary School.

Technique of handling speech difficulties in elementary classrooms. *Three-hour Seminar.*

Kelly

315s. Social Studies in Elementary School.

Content and techniques of a social studies program. *Three-hour Seminar.*

Glass

English

104f. Clinic in English Composition.

Review of the principles of grammar and their application to written composition with emphasis on corrective work and attention to individual difficulties. *Half Course.*

111f-112w-113s. Foundation Course in Composition.

Fundamentals of writing—the sentence, paragraph, and short composition. Expository writing studied through compositions

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and illustrative readings. Required first year. *Half Course.*

Dean, James, Kelly, Mendell

114f-115w-116s. Foundation Course in Composition.

Review of fundamentals of composition. Further practice in exposition. Emphasis upon analysis of thought and upon the structure of the essay. Required second year. *Half Course.*

Granberry, James, Kelly, Shelton, Stock

203f, 204w, 205s. English Literature and its Backgrounds.

Fall—Old English and Middle English periods; winter—the Elizabethans and Cavalier Poets; spring—Milton and the writers of the Restoration. *Full Course.*

Dean, Mendell

231f, 232w, 233s. Creative Writing with Emphasis on Short Story and Play Writing.

A course for those interested in branches of creative writing—fiction, drama, journalism, editing, or publishing. *Two-hour Seminar.*

Granberry

261w, 262s. Introduction to Literature.

The course will analyze the sources of literary power. Critical study of selected texts in world literature. Winter—Prose; spring—Poetry, especially narrative and lyrical. *Full Course.*

Stock

281f, 283s. Literature as Experience.

A study of human values and experience as revealed in selected biography, poetry, essays, short stories, and plays, mostly of our own time. For non-English majors. Business Administration majors will receive preference. *Full Course.*

James

301f. Eighteenth Century.

English literature from Swift to Burns, with special emphasis on the beginnings of the Romantic Movement and the ideas that have shaped the thinking of modern times. Prereq. two courses in literature. *Full Course.*

Mendell

303w, 304s. American Literature.

Winter—from colonial days to Walt Whitman; spring—from Whitman to the present. Integrated with American history. *Full Course.*

James

307f. Newspaper Writing and Editing.

A course in newspaper reporting, writing, copy reading, and head writing conducted on the workshop plan. Open to qualified Lower Division students. Prereq. elementary typing or equivalent. *Full Course.*

Jackson

313f. Southern Folk Lore.

A study of the fiction, poetry, and biography written by Southerners or reflecting the life in the region, and a consideration of the folk tales of the section in their relation to the literary media. *Full Course.* (1953-54)

Dean

317f, 318w, 319s. Shakespeare.

A study of twenty of the plays of Shakespeare and the sonnets,

ENGLISH

with brief studies of the Pre-Shakesperian drama, and of some of his later contemporaries. *Full Course.* Constable, Dean

332w. Nineteenth Century, Part I.

A study of the literature of the English Romantic Movement, with special emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. *Full Course.* Stock

333s. Nineteenth Century, Part II.

The literature of England from 1850 to 1900. Special attention will be given to Tennyson, Browning, Arnold, Morris, Carlyle, and Swinburne. *Full Course.* Stock

347f, 348w, 349s. Modern Writing.

A course in the technique of modern writing. Fall—W. B. Yeats, George Bernard Shaw, and James Joyce; winter—Thomas Mann, Marcel Proust, T. S. Eliot; spring—Wm. Faulkner, Robert Penn Warren, Thomas Wolfe. *Full Course.*

351w, 352s. Development of the Drama.

A survey of the important plays, mainly English, from the Greeks to the 19th century. Emphasis on dramatic principles as an aid in enjoying the theatre. *Full Course.* (1954-55) Mendell

355w, 356s. English Novel.

The development of the novel from its beginning through its periods of greatness: first term, from Defoe to Scott; second term, from Dickens to Hardy. *Full Course.* (1953-54). Mendell

364s. (Part I). Contemporary Drama: European.

From Ibsen to Sartre, including Strindberg, Chekhov, Rostand, Benavente, Pirandello, and others. Open to second year students. *Full Course.* (1953-54). Constable

364s. (Part II). Contemporary Drama: British and American.

From Shaw to Tennessee Williams, including Wilde, Galsworthy, Barrie, Coward, Fry, Yeats, Synge, O'Casey, O'Neill, Maxwell Anderson, Thornton Wilder, Odets, and others. Open to second year students. *Full Course.* (1954-55). Constable

365f. The Contemporary English and American Novel.

A study of ten representative novels of the twentieth century. Emphasis on the techniques and attitudes of our day. Class papers and outside reports. *Full Course.* Stock

367f, 368w, 369s. Rollins Writing Workshop.

An advanced course in creative writing, conducted on the workshop plan. Weekly reading and criticism of manuscripts written outside of class. *Full Course.* Granberry

371f, 372w, 373s. History of Criticism.

A course in the theory and practice of literary aesthetics. Fall—Aristotle to Quintillian; winter—St. Augustine to Oscar Wilde; spring—twentieth century. *Full Course*

401f. English Teaching, Method and Material.

Adapted to the training of English teachers in junior and senior

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high school. Meets requirements of state certification. (To be arranged). *Three-hour Seminar.*

467f, 468w, 469s. Advanced Creative Writing.

Prereq. 231, 232, 233, 367, 368, 369. Consent of instructor required. *Full Course.* Granberry

French

101f-102w-103s. Elementary French.

Beginners' course: Phonetics, elementary French grammar, reading, translations, vocabulary building, simple conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.* Grand, van Boecop

117f, 118w, 119s. Phonetics.

A course in French and Italian phonetics. *One- or Two-hour Seminar.* (To be arranged). van Boecop

201f, 202w, 203s. Intermediate French.

Review of French grammar and syntax; vocabulary building; training in conversation; practice in writing free compositions; reading of modern masterpieces with explanations in French. Prereq. 103. *Full Course.* Grand

251f, 252w, 253s. Review Course.

Two-hour Seminar. van Boecop

301f, 302w, 303s. Advanced French Composition and Conversation.

Conducted in French; written composition; interpretive reading; masterpieces of French literature. *Full Course.* van Boecop

309s. Methods of Teaching French.

Didactics and methods of teaching French in secondary schools. *Full Course.* (To be arranged). van Boecop

371f, 372w, 373s. Literature and Civilization.

Full Course. (1954-55) van Boecop

381f, 382w, 383s. Modern French Literature and Life.

Full Course. (1953-54) van Boecop

401f, 402w, 403s. Seminar in French Literature.

Study of special problems of periods according to preference of student. *Two-hour Seminar or Full Course.* van Boecop

404f, 405w, 406s. Philology.

The philology of ancient and medieval French and its relation to Latin. *Two-hour Seminar.* (To be arranged). van Boecop

Geography

201f. Principles of Geography.

Full Course. (1954-55) Fischer

202w. The Geography of North America, the Arctic and Greenland.

Prereq. 201 advisable. *Full Course* (1954-55) Fischer

203s. The Geography of Central and South America and the Antarctic.

Prereq. 201 advisable. *Full Course.* (1954-55) Fischer

GEOGRAPHY AND GERMAN

204f. The Geography of Europe to the Ural Mountains.

Prereq. 201 advisable. *Full Course.* (1953-54) Fischer

205w. The Geography of the Middle East, Africa, Australia and New Zealand.

Prereq. 201 advisable. *Full Course.* (1953-54) Fischer

206s. The Geography of Asia, the Far East and the Pacific.

Prereq. 201 advisable. *Full Course.* (1953-54) Fischer

In the courses listed above, all aspects of geography, such as geology, physical geography, soils, climate, drainage, natural vegetation and fauna, aborigines and anthropology, natural resources, agriculture and industry, communications, historical development and government, economic and political geography, with special reference to relation to the United States, will be considered.

223s. Physiographic Influences on World Affairs.

A course designed to evaluate the physical and natural influences which produce the variations in the cultures of the world with a view to improving the understanding between the citizens of the world. *Full Course.*

German

101f-102w-103s. Elementary German.

Beginners' course. Phonetics, elementary grammar, reading, translations, vocabulary building, simple conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.* Fischer

201f, 202w, 203s. Intermediate German.

Thorough review of German grammar and syntax; interpretive reading of German masterpieces with explanations in German; translations and easy free compositions; conversation on everyday topics; special consideration of the economy, geography, and history of Germany and German speaking countries; scientific German. Conducted in German. Prereq. 103 or equivalent. *Full Course.* Fischer

251f, 252w, 253s. Review Course.

Some emphasis on scientific German. Prereq. 103. *Two-hour Seminar.* Fischer

301f, 302w, 303s. Advanced German.

Systematic study of German history and civilization, combined with the study of the outstanding masterpieces of German literature; advanced composition and conversation. Student expected to acquire fluency in speaking and writing German. Course conducted entirely in German. Prereq. 203 or equivalent. *Full Course.* Fischer

309s. Methods of Teaching German.

Didactics and methods of teaching German in secondary schools. *Full Course.* (To be arranged) Fischer

GERMAN AND HISTORY

401f, 402w, 403s. German Civilization and Literature.

Thorough study of the civilization and literature of German speaking countries. Specific periods and authors presented alternately each year: (a) Sagen und Dichtung des Mittelalters, die deutschen Klassiker; (b) Romantik und Neuzeit, das deutsche Drama. Course conducted in German. Prereq. 303 or equivalent. *Full Course* or *Two-hour Seminar*. Fischer

404f, 405w, 406s. Scientific German.

Aspects of German philology. Special problems considered according to preference of individual student. Independent work. Course conducted in German. Prereq. 303 or equivalent. *Full Course* or *Two-hour Seminar*. Fischer

History

104f; 104w. Medieval Europe.

A survey of the origin and growth of western civilization from the decline of the Roman Empire to the period of the Renaissance. *Full Course*. Drinkwater

107f; 107w; 107s. Modern Europe.

From the Renaissance to the present day. A foundation course for history majors which also fulfills the Lower Division requirements in this subject. *Full Course*. Bradley, Smith

109w; 109s. Survey of United States History.

Course for majors and non-majors. With History 347 fulfills the Constitution requirements for Florida teachers' certificate. *Full Course*. Bradley

110f. History of the Ancient Near East and Greece.

A study of the rise of civilization in the Nile and Tigris-Euphrates valleys and in the eastern Mediterranean, with principal concentration on the civilization, political vicissitudes and cultural contributions of Greece to the Hellenistic period. *Full Course*. (1953-54) Smith

111w. History of Rome.

An intensive study of the civilization, history, and cultural and political contributions of the ancient Romans. *Full Course*. (1954-55) Smith

231s. Colonial Hispanic America.

An intensive study of the evolution of Hispanic settlements in the New World and the policies relating to them to the recognition of their independence. *Full Course*. (1954-55) Smith

233f. Republics of Latin America.

The historical development of the republics of the other Americas, with special emphasis on their systems of government, political and social problems, economic conditions, and their international relations. *Full Course*. Hanna

236f. History of Mexico and Spanish North America.

A survey of the political, economic, and social development of

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Mexico and other areas of North America once under Spanish sovereignty. *Full Course.* Hanna

238s. History of the Caribbean Area.

A survey of the political, economic, and social development of the republics and dependencies in the Caribbean region. *Full Course.* Hanna

246w. History of Spain.

A study of the evolution and analysis of the problems of Spain from prehistoric to modern times. *Full Course.* (1953-54) Smith

263s. History of the Far East and the Pacific.

The impact of the West upon the Far East, especially China, Japan, and India; effect upon internal developments and foreign relations. The struggle for the Pacific; interests and policies of the Powers involved. *Full Course.* Drinkwater

277f-278w-279s. Historical Research and Writing.

The gathering and criticizing of data and the presenting of facts in effective form. The source of materials used are limited to the history of Florida and Hispanic America. May not be elected for less than three terms. Consent of instructor required. *Four-hour Seminar.* Hanna

304f-305w-306s. History of England.

A survey of the evolution of English political, economic, and social institutions and policies. Consent of instructor required. *Two-hour Seminar.* Drinkwater

311f. Contemporary Europe.

A study of political, economic, and social conditions and international relations of the European states since 1919; effects of the second World War; problems of reconstruction. *Full Course.* Drinkwater

319w. A Free Society.

A course designed to trace the influences which have developed the American Way of Life and the responsibilities which every citizen assumes with his individual rights as a heritage of liberty and free enterprise. Qualified Lower Division students must obtain the consent of the instructor to register for the course. *Full Course.* (Not given 1953-54) Stone

331s. The Emergence of Modern Europe, 1485-1715.

An intensive study of the revolutionary changes wrought by the Renaissance and Reformation in the European world and the dynastic rivalries of the national powers in the sixteenth and seventeenth century. Prereq. 107 and consent of instructor. *Full Course.* (1953-54) Smith

332w. The Revolutionary and Napoleonic Era, 1715-1815.

The Old Regime; the "Age of Enlightenment" and the ferment of new ideas, political, economic, and social; the Revolution in

ITALIAN AND LATIN

France and in Europe; the Empire of Napoleon. Open to qualified Lower Division students, with the consent of the instructor.
Full Course. Drinkwater

333s. Europe, 1815-1914.

A study of formative forces and significant developments in nineteenth century Europe; nationalism; liberalism; industrialism; colonial expansion and imperialism; technological and scientific advance; social progress; causes of the first World War. Open to qualified Lower Division students, with the consent of instructor. *Full Course.* Drinkwater

341f. The English Colonies in America, 1492-1789.

An intensive study of the colonization of North America by the English and the evolution of colonial institutions and an independent American culture. Prereq. 109 and consent of instructor. *Full Course.* (1954-55) Smith

342w. Formation of the United States, 1783-1865.

A survey of the foundations of the United States from the adoption of the Constitution to the end of the Civil War. *Full Course.* Hanna

343s. The United States Since 1865.

A survey of political, social, and economic life of the United States from 1865 to the present day. Prereq 109, or consent of instructor. *Full Course.* Hanna

355w. History of Modern Russia.

Russia under the Tsars. The Revolution of 1917. Soviet Russia, its political, economic, and social development; foreign policy and relations. Open to qualified Lower Division students, with consent of instructor. *Full Course.* Drinkwater

364f-365w-366s. The American West.

An intensive study of the influence of the westward movement on the American character and American institutions from the establishment of the first frontier on the Atlantic seaboard to the disappearance of the frontier and the search for new horizons.
Two-hour Seminar. Smith

Italian

101f-102w-103s. Elementary Italian.

Two-hour Seminar

van Boëcop

Latin

101f-102w-103s. Elementary Latin.

A study of the elements of the language and reading in Cæsar's Gallic War. *Full Course.* (To be arranged) Grand

204f-205w-206s. Masterpieces of Roman Literature.

Reading of selected orations of Cicero, selections from Ovid, several plays of Plautus and Terence, and a study of the history of the Roman Comedy. *Full Course.* (To be arranged) Grand

MATHEMATICS

Mathematics

101f; 101w. College Algebra.

Includes such topics as: quadratic equations, mathematical induction, binomial theorem, progressions, complex numbers, permutations, determinants, scales of notation. *Full Course.* Jones

102w; 102s. Plane Trigonometry.

Includes such topics as: use of tables of natural functions, logarithms, functions and solutions of angles, plane sailing, graph of functions, identities and equations. *Full Course.* Jones

121f; 121w; 121s. Business Mathematics.

Review; arithmetic, algebra, denominate numbers, interest, discount, present worth, annuities, perpetuities, depreciation, permutations, combinations, and probabilities. *Full Course.* Jones

211f, 212w, 213s. Analytic Geometry and the Calculus.

Fall—coordinate systems, graphs, geometry of the straight line and conic sections. Winter and spring—methods of differentiation and integration with application to physical problems and geometry. Prereq. Four years of high school mathematics including trigonometry or 102. *Full Course.* Sauté

301s. Plane Surveying.

Field work; notes, care of field equipment; use of chain and tape; the compass, level, transit; practical surveying; methods of computing. Prereq. 102. *Full Course.* (to be arranged) Jones

303w. Graphic Statics.

A course especially designed for science majors. Arranged to fit the needs of the individual student. Prereq. 102. *Full Course.* Jones

304f. Content.

Content and methods for teaching mathematics in secondary school. *Three-hour Seminar.* Jones

307f-308w. Mechanics.

See Physics 307f-308w. Thomas

311f, 312w, 313s. Intermediate Calculus and Differential Equations.

Fall—completion of topics begun in 213; winter—partial derivatives, multiple integrals, infinite series; spring—solution and applications of ordinary differential equations. Prereq. 213. *Full Course.* Sauté

401f, 402w, 403s. Fundamental Concepts of Mathematics.

A course for science majors to meet the needs of the individual student. Consists in reading books on the concept of algebra, geometry, and analysis. Prereq. 313 or consent of instructor. *Two-hour Seminar.* (1954-55) Sauté

407f. Statistical Method.

Includes such topics as tabular and graphical representation; frequency distribution; measures of central tendency; moments; linear trends; correlation; normal curve. *Full course.* Jones

MATHEMATICS AND MUSIC

408f. Mathematics of Finance.

Review of commercial algebra; application to commercial problems; annuities; amortization; valuation of bonds; mathematics of depreciation; life insurance. *Full Course.* Jones

409f-410w. History of Mathematics.

The history of the science from the beginning to the present. Prereq. 211. *Full Course.* (To be arranged) Jones

421f, 422w, 423s. Advanced Mathematics.

Topics suited to needs of individual students. Subjects include theory of equations, analytic geometry in space, determinants and matrices, advanced calculus, calculus of variations. Prereq. 313. *Full Course.* (1953-54) Sauté

Music

The courses for music majors are listed under Conservatory of Music.

101f, 102w, 103s. Music Appreciation.

For non-music majors. Fall—extensive, covering examples of many musical forms: opera, oratorio, overture, symphony, and symphonic suite; winter—intensive, devoted largely to the study of sonata allegro form as found in the works of Beethoven, Mozart, and Haydn; spring—varied. *Two-hour Seminar.*

Nelson

104f-105w-106s. Harmony.

Presentation of the elements of music and their combination in simple and complex melodic and choral structures; dissonance, diatonic and chromatic, together with simple formal organization. Special emphasis on chorale style of J. S. Bach. Consent of instructor required. *Three-hour Seminar.*

Carter

107f-108w-109s. Sight-Singing and Dictation.

Study of meter, development of rhythmic and melodic reading and dictation skill. Special emphasis on harmonic and contrapuntal dictation. Correlated with theory and study. Consent of instructor required. *Three-hour Seminar.*

A. Carlo

111f-112w; 111w-112s. Fundamentals of Music.

A course in rudiments, terminology, and knowledge of the keyboard. Prerequisite for students taking applied music who have had little or no previous training. With permission of instructor may be taken simultaneously with applied music. Open to non-music majors only. *One-hour Seminar.*

K. Carlo

127f, 128w, 129s. Vocal Workshop.

A laboratory workshop dealing with the fundamentals of voice production and basic principles of singing. Required of all beginning voice students. *One-hour Seminar.*

Rosazza

147f, 148w, 149s. A Survey of Recorded Music.

A seminar designed to acquaint the student with the finest of recorded music. Emphasis is placed upon listening. *One-hour Seminar.*

Carter

MUSIC

211f, 212w, 213s. The Materials and Terminology of Music.

For non-music majors. A survey of the composer's materials and their individual contribution to musical expressiveness. Emphasis will be placed upon musical illustration and analysis. *Three-hour Seminar.* Carter

224f-225w-226s. History of Music.

The study of the development of music from primitive times to the present. Correlation with general history; pictures, recordings, illustrative materials and outside reading. Consent of instructor required. *Three-hour Seminar.* A. Carlo

227f, 228w, 229s. Song Repertoire.

A studio course designed to enrich the voice student's repertoire and to stimulate his progress through observation and practical experience in the studio. Required of all voice students. Prereq. 129s, or equivalent with consent of instructor. *One-hour Seminar.* Rosazza

327f. Survey of German Lieder.

Consent of instructor required. *One-hour Seminar.* (1953-54) Carter

328w. Survey of Beethoven Pianoforte Sonatas. Part I.

Consent of instructor required. *One-hour Seminar.* (1954-55) Moore

329s. Survey of Beethoven Pianoforte Sonatas. Part II.

Consent of instructor required. *One-hour Seminar.* (1953-54) Moore

336w. Analysis of Bach's "Mass in B Minor".

Consent of instructor required. *One-hour Seminar.* (1953-54) Swing

337f. Analysis of Bach's "The Passion According to St. Matthew".

Consent of instructor required. *One-hour Seminar.* (1954-55) Swing

338w. Analysis of Wagner's "Die Walkure".

Consent of instructor required. *One-hour Seminar.* (1954-55) Carter

339s. Survey of Chamber Music.

Consent of instructor required. *One-hour Seminar.* (1953-54) Carlo

181f, 182w, 183s. Piano Class Instruction.

A course designed to provide immediate pleasure in keyboard experience for students of little or no previous formal training. *One-hour Seminar.* Monsour

281f, 282w, 283s. Piano Class Instruction.

Intermediate level. Prereq. 183 or equivalent. *One-hour Seminar.* Monsour

181f, 182w, 183s. String Class Instruction.

A course designed to provide elementary training in the playing of string instruments. Emphasis will be placed upon ensemble

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experience leading to the benefits and enjoyment of group participation. *One-hour Seminar.* Carlo

281f, 282w, 283s. String Class Instruction.

Intermediate level. Prereq 183 or equivalent. *One-hour Seminar.* Carlo

181f, 182w, 183s. Applied Music. (Private Instruction)

281f, 282w, 283s. Applied Music. (Private Instruction)

381f, 382w, 383s. Applied Music. (Private Instruction)

481f, 482w, 483s. Applied Music. (Private Instruction)

Non-music majors may register for private instruction in applied music with permission of the instructor. It must be taken in connection with, or subsequent to, 111-112 and is scheduled for at least two terms. *One- or two-hour Seminar.*

Rollins Chapel Choir.

Auditions for the Rollins Chapel Choir are held at the beginning of each college year, and are open to all students matriculated in the college. *One-or two-hour Seminar.*

Hufstader, Swing

Rollins College Glee Club.

Open to all students matriculated in the College. *One-hour Seminar.* Monsour

Philosophy

201w. History of Early and Medieval Western Philosophy.

This course includes a presentation and discussion of the philosophies of the following men and schools of thought: The Milesians, the Pythagoreans, Heraclitus, the Eleatics, Empedocles, Anaxogoras, Democritus, the Sophists, Socrates, the Cynics, the Cyrenaics, Plato, Aristotle, the Epicureans, the Stoics, the Skeptics, Philo, Plotinus, Augustine, Aquinas, Roger Bacon and others. *Full Course.* Fort

202s. History of Modern Philosophy.

This course includes a presentation and discussion of the philosophies of the following men: Bruno, Campanella, Boehme, Francis Bacon, Hobbes, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Hegel, Schopenhauer, Herbart, Comte, Darwin, Spencer, and others. *Full Course.*

Fort

203f; 203s. A Survey of the Problems of Philosophy.

A survey of the fields in philosophy, and of the most significant problems involved. An attempt is made to correlate the various bodies of knowledge in terms of a few basic principles. *Full Course.* Stone

PHILOSOPHY

221f. Ethics.

A study of the alternative concepts of the good life and the problems of moral judgment. Various attempts to formulate moral values and ways of living are presented and discussed.

Full Course.

Fort

223f. Introduction to Logic and the Scientific Method.

A course in the theory of logic. Emphasis is placed upon contemporary developments in logic which tend to encourage analytical habits of reasoning.

Full Course. (1954-55)

Stone

303s. Contemporary Philosophy.

Study is confined to the dominant members of the contemporary group. Each student studies especially the works of one man. Prereq. 201, or 202, or 203, or consent of instructor. *Three-hour Seminar.* (1954-55)

Walker

305f. Plato.

The greater part of Plato's Dialogues and certain sections of Aristotle's Metaphysics and Ethics are read and discussed. Prereq. one course in philosophy. *Full Course.* (1953-54)

Stone

307s. Philosophy of Religion.

A study of the various attempts which have been made to formulate adequate religious values and to comprehend man's relation with God. *Full Course.* (1953-54)

Fort

308w. Philosophy of Science.

A non-technical course in the development of scientific ideas from Galileo's time to the present day. Except for science majors, a course in philosophy is advised. *Full Course.*

Stone

309f. Aesthetics.

A course in the philosophical basis of the various arts. In the light of knowledge gained the attempt is made to establish a basis for æsthetic judgment. *Full Course.*

Walker

321w. Advanced Ethics.

A comparative and critical study of the major contemporary ethical theories. Each student will be expected to study one of these intensively and report on it. *Two-hour Seminar.* (1953-54)

Walker

325s. Philosophy of History.

A study of recent attempts to understand the significance of historical development, values arising in the historical process and the goals of men's historical efforts which are yet to be achieved. *Full Course.* (1954-55)

Fort

335w-336s. Philosophy of Social Organizations.

A study of the basic ideas of political philosophies from Plato to modern times. *Full Course.*

Stone

343s. Philosophy of the Recent Past.

This course includes a presentation and discussion of the philosophies of the following: Carlyle, Emerson, von Hartmann,

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Lotze, Green, Bradley, Bosanquet, Royce, Ward, Howison, Nietzsche, Bergson, Schiller, and William James. Prereq. one course in philosophy or consent of instructor. *Two-hour Seminar.* Fort

345w. Contemporary Social Philosophies.

In this course there is a presentation and analysis of the various chief individualistic and collectivistic social philosophies current in the world today. Among the views considered are those of Capitalism, Anarchism, the Cooperative Movement, State Socialism, National Socialism, Communism, and Fascism. *Full Course.* Fort

346s. Modern Intellectual History.

A comparative study of major ideas in philosophy, religion, science, literature, and politics in the modern period. *Full Course.* Walker

401f, 402w, 403s. Seminar in Philosophy.

Specific topics for study are chosen each year upon consultation with the class. For majors and those students who have had at least three courses in philosophy. *Two-hour Seminar.* Stone

404f, 405w, 406s. Directed Individual Study.

Study and discussion of selected topics in philosophy. The program of study will be planned by the instructor with each student. *One- or two- or three-hour Seminar.* Stone

Physical Education

All students should take a physical examination each year. No student shall enter any activity for which he is not physically fitted.

The directors of physical education and the college physicians have daily office hours when they may be seen for consultation by the students of the College.

Swimming tests are required of all students before they may use the canoes.

Physical Education For Men

Equipment

Each student in physical education is expected to supply himself with his own uniform and such equipment as may be needed by the individual. The College will furnish all necessary playing equipment for intramural activities.

Courses

The courses listed below cover instruction in the approved activities.

101Mf, 102Mw, 103Ms. First Year Course.

201Mf, 202Mw, 203Ms. Second Year Course.

301Mf, 302Mw, 303Ms. Third Year Course.

401Mf, 402Mw, 403Ms. Fourth Year Course. Elective.

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Activities For Men

The following activities are open to men students whose physical examinations show their health permits such participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

Fall Term. Fencing, Football, Golf, Riding, Swimming, Tennis, Water-skiing.

Winter Term. Baseball, Basketball, Canoeing, Crew, Fencing, Golf, Riding, Tennis.

Spring Term. Baseball, Crew, Diving, Fencing, Golf, Life-saving, Riding, Swimming, Tennis, Water-skiing.

Competitive Intramural Activities. Basketball, Crew, Softball, Swimming, Tennis, Touch football, Volleyball, and other sports.

Lower Division students must register for instruction in physical education classes of individual sports such as golf, tennis, swimming—activities that can be carried on after college. Upper Division students may specialize in any activity, team or individual.

Physical Education For Women Courses

The courses listed below cover instruction in the approved activities.

101Wf, 102Ww, 103Ws. First Year Course.

201Wf, 202Ww, 203Ws. Second Year Course.

301Wf, 302Ww, 303Ws. Third Year Course.

401Wf, 402Ww, 403Ws. Fourth Year Course. Elective.

Activities for Women

The following activities are open to women students whose physical examinations show their health permits such participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

Fall Term. Aquatics (Diving, Swimming, Tarpon), Archery, Basketball, Fencing, Golf, Riding, Tennis, Water-skiing.

Winter Term. Aquatics (Canoeing), Archery, Dancing (Folk, Modern), Fencing, Field Hockey, Golf, Riding and Equitation Lecture, Softball, Tennis.

Spring Term. Aquatics (Diving, Life-saving, Swimming, Tarpon), Archery, Fencing, Golf, Riding, Tennis, Volleyball, Water-skiing.

Lower Division students must take part each term in at least one of these activities and are expected to show accomplishment in:

1. One individual sport: Choice of tennis, golf, archery, riding, fencing, water-skiing.
2. One team sport: Choice of basketball, volleyball, softball.
3. One term's work in dancing: Choice of folk-dancing, modern dancing.
4. Swimming, canoeing, or tarpon.

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Upper Division students may specialize in one of these activities.

The following courses are vocational in nature; only those students planning to coach and teach should register for them.

362f. Principles of Physical Education.

Designed to give the student an understanding of the basic principles and objectives underlying the physical education activities. It is intended to prepare the student to evaluate methods and practices in light of valid principles. *Full Course.* (1953-54) Justice

363s. Coaching of Football, Basketball, and Baseball.

Fundamentals in theory and practice. A survey is made of the principal offensive and defensive team maneuvers. *Full Course.* (1953-54) McDowall

372f. Teaching Physical Education in the Secondary School.

Methods and material with opportunities for observation and practice teaching. *Full Course.* (1954-55) Justice

373w. Psychology of Athletics and Coaching.

Designed to aid the prospective coach in understanding and solving problems of a psychological nature. *Full Course.* (1954-55) McDowall

Physics

201f-202w-203s. General Physics.

A general course covering the entire field of physics. Class discussions and laboratory. Designed for students who desire a thorough knowledge of the fundamental principles of physics. Prereq. a working knowledge of algebra and plane geometry. *Full Course.* Thomas

307f-308w. Mechanics.

A course covering the fundamentals of mechanics including statics and dynamics. Class discussions and solution of problems. Prereq. 203, Math. 213. *Full Course.* (1953-54) Thomas

310s. Theory of Heat.

Class discussions and solution of problems. Prereq. 203, Math. 213. *Two-hour Seminar.* Thomas

311s. Optics.

A class room and laboratory course covering geometrical and physical optics and applications to the design of optical apparatus. Prereq. 203, Math. 213. *Full Course* Huntley

315f-316w. Electricity and Magnetism.

A classroom and laboratory course covering the fundamental principles and selected applications of electricity and magnetism. Prereq. 203, Math 213. *Full Course.* (1954-55) Thomas

317s. Modern Physics.

A course covering the elements of atomic and nuclear structure and processes. Prereq. 203. *Full Course.* (1954-55) Thomas

319f, 320w, 321s. Physical Measurements.

An intermediate laboratory course covering experiments in

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mechanics, electricity, electronics, and optics. Prereq. 203. *Full Course or Seminar.* (To be arranged) Huntley, Thomas

341f, 342w, 343s. Selected Topics.

A non-laboratory seminar on selected topics such as electronics, X-rays, and special relativity. *Consent of instructor required. Two-hour Seminar.* Huntley, Thomas

401f, 402w, 403s. Advanced Laboratory Practice.

Open to qualified students who have completed an advanced course in mechanics, optics, or electricity and magnetism. Work may be chosen to suit the requirements of individual students. Arrange with instructor. *Full Course or Seminar.* Huntley

Political Science

337s. Comparative Governments.

A survey and comparative analysis of the governments of the major foreign powers, with emphasis upon Russia, the British Commonwealth and France. Prereq. Hist. 107, 332 or 333. *Full Course.* Johnson

347w, 347s. American National Government.

The structure, procedures and activities of the Federal government, with particular emphasis upon the relationship of the public policy-making process to the citizen and to groups within the nation. Prereq. Hist. 109 or 342. *Full Course.* Johnson

348f. State and Local Government.

The organization and functions of state, county and municipal units of government, and their relationship to the individual citizen-voter. Detailed consideration of Florida government and politics. Prereq. Hist. 109 or 342. *Full Course.* Johnson

356w. International Politics.

The fundamental concepts of modern world law and politics, the foundation of national power, the ideological motivations of the two world-wide blocs, and the dynamics of war and peace. Prereq. Hist. 107 and 109. *Full Course.* Johnson

357f. International Law and Organization.

The historical development of international law, its place in international affairs, and the structure, functions, and problems of the United Nations. The United Nations and its specialized agencies in relation to previous experience in international organization, as well as to the problem of developing world institutions. *Full Course.* Johnson

361f-362w-363s. American Foreign Relations.

First term: The foreign policies of the United States, and the governmental machinery devised for their implementation, during the period 1776-1900. Second term: Foreign relations from the United States' emergence as a world power until the outbreak of the second World War, 1901-1939. Third term: The United States in world affairs during and after the second

PSYCHOLOGY

World War, 1940-1954, with particular attention to our growing responsibilities of international leadership. Prereq. Hist. 107 or 109. *Three-hour Seminar.* Johnson

Psychology

111f. Problems in Self-Knowledge and Self-Guidance.

Problems of adjustment to college and other life problems. Analysis of student's mental and social qualities, scholastic abilities and achievements. *Full Course.* Fort

201f; 201w; 201s. General Psychology.

An introductory and systematic survey of the field of psychology. Designed as a foundation course for both majors and non-majors. *Full Course.* Russell, Waite

204f; 204w. Child Development.

Full Course. See Education 204. Packham

205w. Social Psychology.

A study of the behavior of the individual in the group situation with attention to the social factors in human nature and personality, to differential psychology, to social interaction, and to social pathology. *Full Course.* Packham

251f-252w-253s. Experimental Psychology.

An introduction to experimental psychology, emphasizing the scientific method and contemporary trends in psychology: statement of problems, collection of data, interpretation, and written reports. Prereq. 201. *Three-hour Seminar.* Waite

254f-255w. Psychology of Personality.

A study of early and recent attempts to understand the nature of the human personality. Throughout the course emphasis is placed upon the techniques of acquiring a well adjusted, wholesome personality. *Two- and three-hour Seminar.* Fort

303s. Psychology of Adjustment.

A study of personality factors as related to adjustment problems and success in solving them. Designed to aid the student in learning the techniques and understandings instrumental in the development of healthy attitudes. Prereq. one course in psychology. Open to Lower Division students who have taken 201. *Full Course.* (1954-55) Waite

306s. Physiological Psychology.

A study of the physiological facts and methods which are related to psychological problems. *Full Course.* (1953-54) Waite

312s. Methods in Clinical Psychology.

A survey of the basic concepts, methods and procedures used in evaluating human personality, abilities and behavior disorders. Case studies will be analyzed and techniques of diagnosis and treatment considered. Field trips to institutions. Prereq. three courses in psychology. *Full Course.* (1954-55) Russell

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316w. History of Psychology.

A study of the historical background of the major contemporary points of view in psychology. *Full Course.* (1954-55) Waite

343f. Principles of Child Guidance.

Full Course. See Education 343. Waite

351w. Adolescent Development.

Full Course. See Education 351. Packham

355w. Psychological Theory.

A study of the fundamental ideas, concepts, theories and problems of the chief areas in the field of psychology with special emphasis on theory construction. *Full Course.* (1953-54) Waite

361w. Psychology of Motivation.

A study of motivation forces in behavior, their development and organization in the total personality, and implications for education are considered. Prereq. 201. *Full Course.* (1954-55) Waite

362w. Learning Theories.

The contributions of experimental and theoretical psychology to the problem of learning; antecedents and interpretations of the major theories. Prereq. 201. *Full Course.* (1953-54)

Waite

364f; 364s. Case Studies in Child Guidance.

Study of, and participation in, the preparation of social histories, reports of psychological and psychiatric examinations and staff conferences and of correspondence with referring agencies and individuals. For majors in social studies, psychology, and sociology. Consent of instructor required. *Two- or three-hour Seminar.*

Russell

373s. Psychology Applied to Business and Industry.

A study of the application of the principles and methods of psychology to problems in business and industry such as personnel selection, employment, job analysis, effect of conditions and methods of work on productivity, psychological factors in advertising and selling. Trips to representative establishments. *Full Course.* (1953-54)

Russell

394f. Interviewing Techniques.

Two-hour Seminar. (1954-55) Russell

395w. Counselling Techniques.

Two-hour Seminar. (1954-55) Russell

396s. Introduction to Projective Techniques.

Two-hour Seminar. (1954-55) Russell

404s. Tests and Measurements.

Full Course. See Education 404. Packham

405f, 406w. Directed Individual Study.

For advanced students contemplating graduate work in psychology. Prereq. four Upper Division courses in Psychology and approval of the department. *Full Course.*

Staff

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410s. Abnormal Psychology and Mental Hygiene.

A study of neurotic and psychotic behavior in relation to normal behavior and mental health; survey of psychotherapies; field trips to state institutions. Prereq. four courses in psychology including 303 and 312. *Full Course.* Russell

414f-415w-416s. Mental Testing.

The administration, scoring, and interpretation of standardized tests in schools and in a clinical situation. Special emphasis is placed on Wechsler-Bellevue, Terman-Merrill, and the Wechsler Children's Scales. Prereq. 312 or 404. Consent of instructor required. *Two- or three-hour Seminar.* (1953-54) Russell

441f, 442w, 443s. Clinical Practice.

Supervised administration, scoring, and interpretation of objective and projective tests in a clinic. One hour class, eight hours supervised clinical practice per week. Three consecutive hours two days per week must be arranged for in scheduling this course. For seniors contemplating graduate study in clinical psychology. Prereq. 312, 414-415-416 (may be taken concurrently), and consent of instructor. *Full Course.* Russell

Religion

227f; 227w. The Old Testament.

A study of the literature and religion of the Old Testament. *Full Course.* Darrah

229s. The New Testament.

A study of the content, character, hope, and promise of the New Testament. *Full Course.* Darrah

332w. Basic Problems of Religion.

Religion and science; faith and reason; the idea of God; free will; immortality; human responsibility; the universal concepts common to all religions. *Full Course.* (Not offered 1953-54)

Science

101f-102w-103s. Introduction to the Sciences.

A course designed to give to non-scientific majors some knowledge of the place of science in the world today. Studied first, matter and energy, the fundamental materials of nature, and the fundamental laws describing the reactions of these materials; next, the applications of these laws to the development of our planet from "star-dust" to its present condition. These applications are then traced in the development and functions of present day life, in the response of man to his environment, and in the manner in which he is using his knowledge of the processes of nature to direct these processes to his physical and social progress. *Full Course.* Huntley

Sociology

103w. Social Pathology.

Problems of dependency, delinquency, mental and physical dis-

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abilities; proposed adjustments through social welfare and other techniques. *Full Course.* (1953-54)

201f; 201s. Introductory Sociology.

A survey of the major factors influencing group life and the development of culture. Some consideration is given to the adjustments of primitive as well as modern man to his need and life conditions. *Full Course.* Powers

208s. Marriage and the Family.

The family as a social institution and a system of personal relationships. Significant elements in marital selection and compatibility. Problems confronting the modern family. *Full Course.* Powers, Russell

211w. The American Community.

Patterns and problems of modern community life. City growth and the resulting ecological structure. Social groups, the slum, housing, and city planning. *Full Course.* (1954-55) Powers

222w. Inter-Group Relations.

Basic characteristics of cultures; areas of irritation—economic, racial, and religious; principles of inter-group cooperation; living together in a democracy. *Full Course.*

301w. General Anthropology.

Emphasis will be placed on the cultures of surviving primitive societies and the significance of anthropological knowledge in understanding modern as well as primitive group life. Included to some extent will be the biological and cultural evolution of prehistoric man. *Full Course.*

318f. American Minorities.

The position in American Society of selected minority groups; The Oriental, Negro, Mexican, Jew, and Indian. Historical and cultural factors contributing to the disabilities which persist and to those undergoing modification. *Full Course.* (1953-54)

364f; 364s. Case Studies in Child Guidance.

Two- or three-hour Seminar. See Psychology 364. Russell

404s. Social Change.

An analysis of social reforms and experiments in society, their role in social change, and the possibilities and problems of rational control and planning in social life. Individual research on specific programs and movements. Open only to majors in the social studies fields. *Full Course.* (1954-55) Powers

414f, 415w, 416s. Sociology Seminar.

Exploration of major problems and concepts in anthropology and sociology through some of the outstanding works in these fields. The cultural approach in understanding society and the individual will be stressed. Prereq. 201, 301, or consent of instructor. *Two-hour Seminar.* Powers

417f. Introduction to Social Work.

A study of the basic assumptions, goals, and methods of social

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work. Discussion of types of agencies, personal qualifications, and divisions of the field. Observational field trips. Consent of a member of the sociology or psychology departments required. *Two-hour Seminar.*

418w, 419s. The Case Study.

Techniques in the gathering, recording, and interpretation of case materials. Particularly designed for students considering social work as a profession. Agency and field experience for competent students. Prereq. 417. *Two-hour Seminar.*

Spanish

101f-102w-103s. Elementary Spanish.

Grammar and composition as foundations for reading and speaking Spanish; reading of easy stories; introduction of conversation. *Full Course.* Campbell, Minor

111f-112w-113s. Elementary Conversation Seminar.

Normally taken as part of Spanish 101f-102w-103s. Knight

151f. Intermediate Spanish.

A one-term course for students with one year of college Spanish or two units of high school Spanish who are not sufficiently advanced to take full advantage of Intermediate Spanish 201f. For such students, Spanish 151f is a prerequisite for Spanish 202w. Students registering for this course must also register for Spanish 211f. *Full Course.* Minor

201f, 202w, 203s. Intermediate Spanish.

Grammar review; composition; readings from modern authors; conversation based on current events; correspondence. Prereq. 103. *Full Course.* Minor

211f, 212w, 213s. Intermediate Conversation Seminar.

Normally taken as part of Spanish 201f, 202w, 203s. Knight

309w. Methods of Teaching High School Spanish.

Phonetics; examination and criticism of high school Spanish text books; intensive review of syntax; readings on methods of teaching Spanish in high school. *Full Course.* (To be arranged) Minor

311f, 312w, 313s. Advanced Conversation Seminar.

Normally taken as part of Spanish 321f, 322w, 323s. Required of all students majoring in Spanish, so long as they are in the Upper Division. Knight

321f, 322w, 323s. Oral Spanish and Composition.

A course designed to develop ability in the use of the Spanish language, both in composition and oral discussion. *Full Course.* Campbell

361f, 362w, 363s. Spanish Classics: Prose of the Golden Age.

This course includes a special study of Don Quixote. *Full Course.* (1953-54) Campbell

SPANISH, SPEECH, THEATRE ARTS

371f. The Romantic Period in Spain.

Readings from representative authors. *Full Course.* Minor

374w, 375s. Modern Spanish Literature.

First term—Novel and Essay, from Valera to Baroja; second term—Drama and Poetry. *Full Course.* Minor

401f, 402w, 403s. Advanced Seminar.

A two-hour course in conversation, composition, and style based on the study of literary passages as models. Weekly original compositions. Consent of instructor required. *Two-hour Seminar.* Campbell, Knight

413f, 414w, 415s. Spanish Culture.

Fall—a study of Spain through its history; winter—sixteenth century Spain, the Spanish Mystics: Fray Luis de Leon, Santa Teresa, San Juan de la Cruz, etc.; spring—Spanish culture as interpreted by Ganivet, Unamuno, Menendez Pelayo, Ortega y Gasset, etc. Consent of instructor required. *Full Course.*

Campbell

Speech

101f; 101w; 101s. Fundamentals of Speech.

A practical course in the fundamentals of public speaking including some oral exercises to improve voice, pronunciation, and vocabulary. *Full Course.* Dorsett, Gaines

207f. Discussion and Debate.

A course covering the fundamental concepts of logic and reasoning in debate. The latter weeks of the course are devoted to classroom debates utilizing the principles learned in the course. Prereq. 101. *Full Course.* Gaines

307w. Advanced Discussion and Debate.

Emphasis on formal debate. Participation in intercollegiate debate on extra-curricular basis voluntary. Prereq. 101, 207. Permission of instructor required. *Full Course.* Gaines

311s. Advanced Public Speaking.

A functional course in public speaking, covering the four basic speech types. Classroom time spent in delivery of prepared speeches, use of recognized speech techniques, analysis and criticism. Prereq. 101. *Full Course.* Gaines

312s. Oral Interpretation of Literature.

Subject matter drawn from the literature of all ages, both prose and poetry, including the Bible. Prereq. 101. *Full Course.* Bailey

Theatre Arts

121f. An Introduction to the Theatre.

A course designed to acquaint the student with the background and the important production activities contributing to good theatre. Open to all students but required of theatre majors. *Full Course.* Allen

THEATRE ARTS

151w. An Introduction to Acting.

A course in the fundamentals of acting. Includes theory of acting and exercises in vocal expression, pantomimes, and scenes from plays. Prereq. 121. *Full Course.* Dorsett

202w. Elementary Radio.

A first course in radio, designed to give the student a general beginning in the techniques of radio production. Prereq. 101 or consent of instructor. *Full Course.* Aycrigg

214f. Stage Lighting and Make-Up.

Designed to give the student fundamental training in the principles of stage lighting and theatre make-up. Open to theatre majors only. *Two-hour Seminar.* Dorsett, Verigan

251w; 251s. Acting Laboratory.

A laboratory course planned to give the student additional experience in the technique of acting. Prereq. 101, 151. Not open to first year students. *Full Course.* Allen

261f; 261w; 261s. Stagecraft.

Theory and practice in the technical aspects of the design, construction, and painting of scenery with some consideration for the historical development of the art of stagecraft. Open only to theatre arts and art majors. *Full Course.* Verigan

301f. Radio Station Operation.

Designed to give students training and on-the-air experience in practical problems of planning, scheduling, and producing programs. Five hours work per week in the Rollins FM station and one hour conference required. Consent of instructor required. *Half Course.* Aycrigg

303s. Radio Production Technique.

Designed to give the student advanced practice in broadcast techniques, including radio speech, radio acting, and dramatic production. Students in this course will produce and record full length programs. Prereq. 202. *Full Course.* Aycrigg

304w-305s. Advanced Acting.

A course designed to give the student an opportunity for advanced study in acting technique. Prereq. 251. *Full Course.* Bailey

337f-338w-339s. The Modern American Theatre.

A course designed to give the student an opportunity to study the important trends, productions, and personalities in the American theatre of the twentieth century. Open only to theatre arts majors. *Two-hour Seminar.* Allen

401f. Fundamentals of Play Directing.

A course designed to acquaint the student with the basic theories of the direction of plays and a study of the methods of outstanding theatre directors. Prereq. 305 or consent of instructor. *Full Course.* Bailey

CONSERVATORY OF MUSIC

402w; 402s. Play Directing.

A course designed to give the student practical experience in the direction of plays. Open only to theatre arts majors. Pre-req. 401. *Full Course.* Allen

406f. Advanced Radio Production.

Designed to give outstanding radio students practice in radio dramatic production, by the writing and directing of radio plays over local radio stations. Consent of instructor required. *Full Course.* Gaines

Conservatory of Music

A. Carlo, K. Carlo, Carter, Charmbury, Fischer, Johnston, Monsour, Moore, Nelson, Rosazza, Siewert, Swing

The courses of study in the Conservatory of Music, which is a department of Rollins College, are arranged in accordance with the general aims and program of the College. The requirements for entrance and for graduation, as set forth in this catalogue, are also in accordance with the published regulations of the National Association of Schools of Music, in which the Rollins Conservatory of Music has full membership.

Students in music may matriculate for the Bachelor of Music degree for the Bachelor of Arts degree with a major in music. or With additional study a student may secure both the Bachelor of Arts and Bachelor of Music degrees. All regularly enrolled students of the College, whether pursuing work leading to the Bachelor of Arts or the Bachelor of Music degree, are entitled to instruction in music, which permits the use of the Conservatory library and practice room facilities. A

Course Leading to Bachelor of Arts Degree with ✓

The award of the degree of Bachelor of Music to a student at Rollins College certifies that the candidate has acquired a specified broad fundamental training in music, a skill in a field of specialization, and is in possession of qualities needed for good citizenship.

The student's work in the Conservatory of Music is divided into two divisions, a Lower Division in which they must acquire a broad fundamental training, and an Upper Division where specialized work is obtained. Approximately two-thirds of the work is in music and one-third in courses other than music.

Course Leading to Bachelor of Arts Degree with ← Major in Music

Students wishing to qualify for the Bachelor of Arts degree with a major in music must complete the Lower Division requirements for both the Bachelor of Arts and the Bachelor of Music courses. Naturally, the proportion of non-music work required for this degree is greater than for the Bachelor of Music degree. See page 49.

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Course Leading to Bachelor of Arts and Bachelor of Music Degrees

Students expecting to qualify for both degrees should indicate their intention at the time they have completed the Lower Division requirements for the Bachelor of Music degree and should consult both the Dean of the College and the Director of the Conservatory before proceeding.

To complete the work for both degrees will take at least five years. The actual time required depends upon the qualifications of the individual student.

Entrance Requirements

The musical preparation required for the degree courses, whether or not expressed in units accepted for high school graduation, includes a knowledge of notation, keys and scale construction. Upon entrance, the student selects a major subject in consultation with the Director of the Conservatory. A testing program, intended as a means of determining more accurately the individual needs of the student, will be based upon the performance of compositions representative of the following requirements for majors in applied music:

Voice. To enter the four year degree course in voice the student should be able to sing with musical intelligence standard songs in English (the simpler classics are recommended). He should also demonstrate his ability to read a simple song at sight. An elementary training in piano playing is urgently recommended.

Piano. To enter the four year degree course in piano the student should possess a reliable technique. He should be prepared to play all major and minor scales correctly in moderately rapid tempo, as well as broken chords in octave position in all keys. He should have acquired systematic methods of practice. He should have studied some of the standard etudes, such as Czerny, Op. 299, Vol. 1, Heller, Op. 46 and 47; Bach, Little Preludes; Bach, Two Part Inventions and compositions corresponding in difficulty to—

Haydn, Sonata No. 11, G major (No. 20, Schirmer)

Mozart, Sonata C major No. 3, F major No. 13 (Schirmer)

Beethoven, Variations on "Nel cor piu non mi sento", Sonata Op. 49, No. 1

Schubert, Impromptu Op. 142, No. 2, etc.

Organ. To enter the four year degree course in organ the student should have completed sufficient piano study to enable him to perform some of the Bach Inventions, Mozart Sonatas, the easier Beethoven Sonatas, and compositions of Mendelssohn, Grieg, Schubert, Schumann, etc.

Violin. To enter the four year degree course in violin the student should play satisfactorily the major and minor scales, arpeggios in three octaves, and should have the ability to perform etudes

CONSERVATORY OF MUSIC

of the difficulty of the Kreutzer Etudes, Nos. 1 to 32, works of the difficulty of the Viotti Concerto, No. 23, the DeBeriot Concerti, Nos. 7 and 9, and the Tartini G minor Sonata. An elementary knowledge of the pianoforte is urgently recommended.

Major Requirements for the Degree of Bachelor of Music

A student must complete in his major field the achievements outlined below. In addition to giving other public performances during the four-year course of study, in their junior year, all majors in applied music must take part in a joint solo recital and, in the senior year, present a complete solo recital from memory. Composition majors will present a program of original works in varied musical forms before graduation. A required number of hours of recital attendance by all music majors is mandatory for graduation.

Piano:

1. Lower Division

The student must show technical proficiency in scales and arpeggios and in the performance of advanced studies from Cramer or Czerny, Opus 740. The student must be able to perform satisfactorily works equivalent in musical and technical difficulty to the following:

Bach, 3-Part Inventions, French or English Suites
Mozart, Sonata in D major, K284
Beethoven, Sonata Opus 10, Nos. 2 and 3
Schumann, Fantasiestuecke
Mendelssohn, Songs Without Words
Representative Modern Works

2. Upper Division

The student must be able to perform satisfactorily compositions selected from the larger keyboard works of Bach, the later sonatas of Beethoven, or a concerto of equal difficulty; shorter pieces from the works of Brahms, Chopin, Schumann, Debussy; some modern works.

Voice:

1. Lower Division

The student must exhibit command of breathing, phrasing, and musical style as well as the ability to sing satisfactorily such works as songs from the earlier Italian composers, lieder, and oratorio and operatic arias.

2. Upper Division

The student must evidence the ability to sing in Italian, French, and German as well as in English, and demonstrate maturity in matters of phrasing and style. Creditable performances of

CONSERVATORY OF MUSIC

the larger arias from oratorio and opera as well as representative songs in other styles are expected.

Violin:

1. Lower Division

The student must be able to play satisfactorily major and minor scales in three octaves; studies by Kreutzer, Fiorillo, etc.; standard concerti by Bach, Vivaldi, and Mozart; sonatas by Handel and Mozart; and shorter representative pieces.

2. Upper Division

The student must be able to perform satisfactorily studies equal in difficulty to those of Rode, Gaviniès, Paganini; Bach Sonatas for violin alone; advanced concerti and sonatas from the classic, romantic and modern repertoire. Two years of ensemble and study of the viola as a secondary instrument are required.

Violoncello:

1. Lower Division

The student must be able to play suitable scales, exercises, easier sonatas, and recital pieces.

2. Upper Division

The student must be able to play the more difficult sonatas and representative concerti, as well as concert pieces from the standard classic and modern repertoire. Two years of ensemble playing are required.

Organ:

1. Lower Division

The student must be able to play satisfactorily some of the easier sonatas, fugues, and concert pieces.

2. Upper Division

The student must be able to perform some of the larger works of Bach, representative concert pieces and sonatas. He must evidence knowledge of registration, and be able to modulate at the keyboard.

Composition:

1. Lower Division

The student must show unusual aptitude for theoretical courses and possess marked creative ability.

2. Upper Division

The student must be able to compose in the larger forms of the sonata, fugue, etc., as well as in the lyric forms of song and instrumental piece. The scoring of a composition for full orchestra is required.

Music Education:

1. Lower Division

The student must meet the requirements for admission to the

CONSERVATORY OF MUSIC

upper division in some field of applied music and also be able to play simple piano accompaniments.

2. Upper Division

The student must maintain a creditable record in all subjects included in the course of study outlined for majors in music education.

In addition to taking the required subjects and some music electives, all music majors, in consultation with their advisers, will select from academic courses approximately one-third of the total scheduled hours in both the Lower and Upper Divisions. They must also demonstrate a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

Outline of Courses of Study

Bachelor of Music Degree with Instrumental Major
(Piano, Violin, 'Cello, Organ, etc.)

The courses shall include the following studies:

1. The study of applied music, consisting of two private lessons a week, during each of the years of residence.
2. Theoretical Music:
 - Lower Harmony (104-105-106)
 - Division Sight-singing and Dictation (107-108-109)
 Advanced Harmony (214-215-216)
 Advanced Sight-singing and Dictation (217-218-219)
 History of Music (224-225-226)
 Selected survey courses (three terms)
 - Upper 16th Century Counterpoint (301-302)
 - Division Form and Analysis (306)
 Instrumentation and Orchestration (307-308-309)
 Canon and Fugue (401)
 Composition (405)
 Selected survey courses (three terms)
3. Music Electives:
 - Conducting (314-315-316)
 - Survey of German Lieder (327)
 - Survey of Beethoven Pianoforte sonatas (328-329)
 - Piano Pedagogy and Practice Teaching (334, 335)
 - Analysis of Bach's "Mass in B Minor" (336)
 - Analysis of "The Passion According to St. Matthew" by Bach (337)

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Analysis of "Die Walküre" by Wagner (338)

Survey of Chamber Music (339)

Advanced Conducting (414-415-416)

4. Minor Subject:

Applied music in a minor field may be taken by the piano major at the discretion of the adviser. Students majoring in string or wind instruments are expected to have or to acquire sufficient skill at the piano to enable them to perform music of moderate difficulty.

5. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study will be devoted to subjects of general cultural value and will be selected in consultation with the student's adviser.

Bachelor of Music Degree with Voice Major

The courses shall include the following studies:

1. The study of voice, consisting of two private lessons a week, during each of the years of residence.

2. Theoretical Music:

Lower Harmony (104-105-106)

Division Sight-Singing and Dictation (107-108-109)

Vocal Workshop (127, 128, 129)

Advanced Harmony (214-215-216)

Advanced Sight-Singing and Dictation (217-218-219)

History of Music (224-225-226)

Song Repertoire (227, 228, 229)

Selected Survey Courses (three terms)

Upper 16th Century Counterpoint (301-302)

Division Form and Analysis (306)

Conducting (314-315-316)

Selected Survey Courses (3 terms)

3. Music Electives:

Survey of German Lieder (327)

Survey of Beethoven Pianoforte Sonatas (328-329)

Analysis of Bach's "Mass in B Minor" (336)

Analysis of "The Passion According to St. Matthew" by Bach (337)

Analysis of "Die Walküre" by Wagner (338)

Survey of Chamber Music (339)

Canon and Fugue (401)

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Composition Seminar (405)
Advanced Conducting (414-415-416)

4. Minor Subject:

Applied music in a minor field may be taken by the voice major at the discretion of the adviser. Students are expected to have, or to acquire, sufficient skill at the piano to enable them to play accompaniments of moderate difficulty. At least two years of vocal ensemble singing is required, one year of which must be taken in the Lower Division as a member of the Rollins Chapel Choir.

5. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study will be devoted to subjects of general cultural value, including a course in the study of poetry as well as two full years of foreign language, one of which is to be taken in the Lower Division. Entrance credit in language will not be counted.

Bachelor of Music Degree with Composition Major

The courses shall include the following studies:

1. Theoretical Music:

Lower	Harmony (104-105-106)
Division	Sight-singing and Dictation (107-108-109)
	Advanced Harmony (214-215-216)
	Advanced Sight-singing and Dictation (217-218-219)
	History of Music (224-225-226)
	Selected survey courses (three terms)
Upper	16th Century Counterpoint (301-302)
Division	Form and Analysis (306)
	Instrumentation and Orchestration (307-308-309)
	Selected survey courses (three terms)
	Canon and Fugue (401)
	Composition (391-392-393)
	Advanced Composition (491-492-493)

2. Music Electives:

Survey of German Lieder (327)
Survey of Beethoven Pianoforte Sonatas (328-329)
Analysis of Bach's "Mass in B Minor" (336)
Analysis of "The Passion According to St. Matthew" by Bach (337)
Analysis of "Die Walküre" by Wagner (338)
Survey of Chamber Music (339)
Conducting (314-315-316)
Advanced Conducting (414-415-416)

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3. Applied Music:

The student will continue the study of applied music throughout the four years of his course, whether or not the piano is the major instrument. A thorough knowledge of the pianoforte should be acquired and, if possible, the student should spend one term each in the study of three orchestral instruments, to include one from each section of the orchestra: strings, woodwinds, and brass.

4. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study will be devoted to subjects of general cultural value and will be selected in consultation with the student's adviser.

Bachelor of Music Degree with Music Education Major

The courses shall include the following studies:

1. Theoretical Music:

- | | |
|----------|--|
| Lower | Harmony (104-105-106) |
| Division | Sight-singing and Dictation (107-108-109) |
| | Advanced Harmony (214-215-216) |
| | Advanced sight-singing and Dictation (217-218-219) |
| | History of Music (224-225-226) |
| | Selected survey courses (three terms) |
| Upper | 16th Century Counterpoint (301-302) |
| Division | Form and Analysis (306) |
| | Instrumentation and Orchestration (307-308-309) |
| | Conducting (314-315-316) |
| | Selected survey courses (three terms) |
| | Advanced Conducting (414-415-416) |
| | Elementary School Music Methods (311-312) |
| | Junior High School Methods (313) |
| | Secondary School Methods (Vocal) (411) |
| | Secondary School Methods (Theory and Music Appreciation) (412) |
| | Problems in School Music (413) |

2. Music Electives:

- Canon and Fugue (401)
- Composition Seminar (405)
- Survey of German Lieder (327)
- Survey of Beethoven Pianoforte Sonatas (328-329)
- Analysis of Bach's "Mass in B Minor" (336)
- Analysis of "The Passion According to St. Matthew" (337)
- Analysis of Wagner's "Die Walküre" (338)
- Survey of Chamber Music (339)

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3. Applied Music:

In the Upper Division, the student is required to play simple piano accompaniments and to demonstrate at least a secondary advancement in applied music. Participation in some manner of public solo performance is a graduation requirement. The student who plans to enter the field of instrumental specialization is expected to demonstrate a degree of performing ability on at least one instrument other than the piano. At least 45 term hours of applied music are required.

4. Academic Courses:

Courses to insure a broad general culture, and preparation for and in the experience of teaching, will be selected with the help of the student's adviser. The course of study, including observation and practice teaching, will meet the current requirements of the Florida State Department of Education for teacher certification. The equivalent of four full courses in education will be included.

Requirements for Graduation

Candidates for the Bachelor of Music degree or the Bachelor of Arts degree with a major in music will meet the requirements for admission to the Upper Division and for graduation outlined on pages 33-34.

Courses of Instruction

See page 55 for explanation of numbering of courses

Music History and Literature

These courses are for music majors and other students with sufficient background. The lives and works of great composers will be studied and analyzed and assigned readings will be given.

147f-148w-149s. Survey of Recorded Music.

A seminar designed to acquaint the student with the finest of recorded music in varied media. Emphasis is placed on listening. *One-hour Seminar.* Carter

224f-225w-226s. History of Music.

The study of the development of music from primitive times to the present. Correlation with general history; pictures, recordings, illustrative materials and outside reading. *Three-hour Seminar.* A. Carlo

327f. Survey of German Lieder.

(1953-54) *One-hour Seminar.* Carter

328w. Survey of Beethoven Pianoforte Sonatas — Part I.

(1953-54) *One-hour Seminar.* Moore

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- 329s. Survey of Beethoven Pianoforte Sonatas — Part II.**
(1954-55) *One-hour Seminar.* Moore
- 336w. Analysis of Bach's "Mass in B Minor".**
(1953-54) *One-hour Seminar.* Rosazza
- 337f. Analysis of Bach's "The Passion According to St. Matthew."**
(1954-55) *One-hour Seminar.* Rosazza
- 338w. Analysis of Wagner's "Die Walkure."**
(1954-55) *One-hour Seminar* Carter
- 339s (Part I). Survey of Chamber Music.**
Development of chamber music from the early seventeenth century through the last quartets of Beethoven. Composers discussed: Corelli, Bach, Handel, Haydn, Mozart, Beethoven. Trios, quartets, and quintets listened to and analyzed. (1953-54) *One-hour Seminar.* A. Carlo
- 339s (Part II). Survey of Chamber Music.**
Continuation of Part I. German Romantic School: Chamber works of Schubert, Schumann, Brahms; French Impressionistic School: Debussy, Ravel; contemporary composers: Bartok, Hindemith, etc. Prereq. Part I. (1954-55) *One-hour Seminar.* A. Carlo
- 347f-348w-349s. Survey of Recorded Music.**
A seminar designed to acquaint the student with the finest of recorded music in varied media. Emphasis is placed on listening. Prereq. 147-148-149. *One-hour Seminar.* Carter
- Theory**
- 104f-105w-106s. Harmony.**
Presentation of the elements of music and their combination in simple and complex melodic and chordal structures; the use of dissonance, diatonic and chromatic, and the organization of simple musical forms. Special emphasis upon the chorale style of J. S. Bach. *Three-hour Seminar.* Carter
- 107f-108w-109s. Sight-Singing and Dictation.**
Study of meter, development of rhythmic and melodic reading and dictation skill. Special emphasis on harmonic and contrapuntal dictation. Correlated with the study of harmony. *Three-hour Seminar.* A. Carlo
- 214f-215w-216s. Advanced Harmony.**
Advanced study of the materials of 104-105-106. *Three-hour Seminar.* Carter
- 217f-218w-219s. Advanced Sight-Singing and Dictation.**
Advanced study of the materials of 107-108-109. *Three-hour Seminar.* A. Carlo

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301f-302w. Sixteenth Century Counterpoint.

Study of the history, the evolution of style, and of the æsthetic and musical materials of liturgical music of the sixteenth century culminating in the music of Palestrina. Practical application through the five species of counterpoint preparatory to composition in small forms to Latin texts. *Three-hour Seminar.* Carter

306s. Form and Analysis.

Special reference to the solution of formal problems by the composer and a survey of orchestral and harmonic techniques. *Three-hour Seminar.* Carter

307f-308w-309s. Instrumentation and Orchestration.

A study of the various orchestral instruments. Practical work in arranging music for the different orchestral choirs and full symphony orchestra. Training in reading scores of great symphonic composers. *Two-hour Seminar.* A. Carlo

401f. Canon and Fugue.

Practical application of contrapuntal devices and procedures of canon and fugue to original composition by the student. A survey of Bach's "Well-tempered Clavichord" is preparatory to the detailed analysis of his "Musical Offering" and "Art of Fugue". *Three-hour Seminar.* Carter

111f-112w; 111w-112s. Fundamentals of Music.

For non-music majors. See page 76. *One-hour Seminar.* K. Carlo

Music Education

The music education courses include basic philosophies, experiences, surveys of materials, curricula, methods and techniques for teaching music in the public schools. Observation and practice teaching required.

311f-312w. Elementary School Music.

Emphasis upon all forms of musical experiences from kindergarten through grade six: singing, listening, playing instrument, rhythmic activities, creating and reading. *Three-hour Seminar.* Nelson

313s. Junior High School Music.

Continued study of all phases of musical expression, especially as related to growth and development of adolescents. *Three-hour Seminar.* Monsour

411f-412w. Secondary School Music.

Organization and procedure for both the "general" music courses and those for specialized groups: choral, instrumental, and theoretical. *Three-hour Seminar.* Monsour

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413s. Problems in School Music.

The study of curriculum; administration; supervision; scheduling; equipment and supplies; community relationships.
Three-hour Seminar. Nelson

Piano Pedagogy

A course for piano majors with special emphasis upon the principles of learning as applied to piano study, including comparative analysis of various approaches for the beginner; musical and pianistic development; teacher skills and techniques for private and group instruction; problems of program building, memorization, and performance.

334f. Theory.

Two-hour Seminar.

335w. Practice Teaching.

Prereq. 334. *One- or Two-hour Seminar.* Nelson

Composition

Courses in composition evaluate traditional and contemporary practices in the use of harmonic color and melodic and formal organization. Discussion is based largely upon the problems arising in the manuscripts of students.

391f-392w-393s. Composition.

Full Course. Carter

405w. Composition.

One-hour Seminar. Carter

491f-492w-493s. Advanced Composition.

Full Course. Carter

Conducting

The elementary course is designed to prepare the student in the basic elements in the art of conducting and to give him practical experience in the leading of group singing and the training and conducting of small ensembles.

The advanced course offers intensive work of a more advanced nature and is designed to acquaint the student with a considerable repertoire of material useful to anyone undertaking musical leadership in school, church, college, or community. Student-conducted programs are given during the year.

314f-315w-316s. Conducting.

Two-hour Seminar. Swing

414f-415w-416s. Advanced Conducting.

Two-hour Seminar. Swing

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Voice

Rosazza

In addition to frequent appearances in public recitals, the voice department offers opportunity for occasional participation in small operatic scenes and participation on radio programs. The courses include the developing of vocal technique and musicianly style in singing. The literature includes, opera, oratorio, and art songs of the great composers.

- 121f, 122w, 123s. First Year Singing. *Four-hour Seminar.*
221f, 222w, 223s. Second Year Singing. *Four-hour Seminar.*
321f, 322w, 323s. Third Year Singing. *Four-hour Seminar.*
421f, 422w, 423s. Fourth Year Singing. *Full Course.*
127f, 128w, 129s. Vocal Workshop.

A laboratory workshop dealing with the fundamentals of voice production and basic principles of singing. Required of all beginning voice students. *One-hour Seminar.* Rosazza

227f, 228w, 229s. Song Repertoire.

A studio course designed to enrich the voice student's repertoire and to stimulate his progress through observation and practical experience in the studio. Required of all voice students. Prereq. 127, 128, 129. *One-hour Seminar.* Rosazza

181f, 182w, 183s, etc. Applied Music (Private Instruction).

For non-voice majors. Consent of instructor required. *One-hour Seminar.*

Piano

Carter, Charmbury, Monsour, Moore

The objects for which the study of the piano may be pursued are many, and the instrument occupies a correspondingly important place in the musical field. As a solo instrument it possesses a literature embracing many different styles, whose mastery is in itself a liberal musical education. As an instrument of accompaniment it finds a place in nearly all musical activities. Through piano transcriptions the study of orchestral and operatic music by the individual is made possible, and for the study of harmony and other phases of musical structure a knowledge of the keyboard is almost an essential.

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131f, 132w, 133s. First Year Piano. *Full Course.*

231f, 232w, 233s. Second Year Piano. *Full Course.*

331f, 332w, 333s. Third Year Piano. *Full Course.*

431f, 432w, 433s. Fourth Year Piano. *Full Course.*

181f, 182w, 183s. Piano Class Instruction.

For non-music majors. *One-hour Seminar.*

181f, 182w, 183s, etc. Applied Music (Private Instruction).

For non-piano majors. Consent of instructor required. *Two-hour Seminar.*

Stringed Instruments

Carlo, Fischer

In violin the student will cover material selected from technical foundation work equivalent to Sevcik, Dounis, and Flesch; études from Kreutzer through Paganini, and the standard advanced solo repertoire of concerti, sonatas, and shorter compositions. Attention is placed on solo, ensemble, and orchestral aspects of violin playing.

141f, 142w, 143s. First Year Violin. *Full Course.*

241f, 242w, 243s. Second Year Violin. *Full Course.*

341f, 342w, 343s. Third Year Violin. *Full Course.*

441f, 442w, 443s. Fourth Year Violin. *Full Course.*

144f, 145w, 146s. First Year Viola. *Full Course.*

244f, 245w, 246s. Second Year Viola. *Full Course.*

344f, 345w, 346s. Third Year Viola. *Full Course.*

444f, 445w, 446s. Fourth Year Viola. *Full Course.*

151f, 152w, 153s. First Year Cello. *Full Course.*

251f, 252w, 253s. Second Year Cello. *Full Course.*

351f, 352w, 353s. Third Year Cello. *Full Course.*

451f, 452w, 453s. Fourth Year Cello. *Full Course.*

181f, 182w, 183s. String Class Instruction.

A course designed to provide elementary training in the playing of stringed instruments. Emphasis will be placed upon ensemble experience leading to the benefits and enjoyment of group participation. *One-hour Seminar.* Carlo

CONSERVATORY OF MUSIC

181f, 182w, 183s, etc. Applied Music (Private Instruction).

For non-majors. Consent of instructor required. *Two-hour Seminar.*

Woodwind Instruments

Johnston

Students studying woodwind instruments will be preparing for professional work, either as teachers or performers, and as a consequence their courses of study will be arranged with this object in view. All advanced students will be expected to take part in as many ensemble groups as possible.

161f, 162w, 163s. First Year Woodwind.

261f, 262w, 263s. Second Year Woodwind.

361f, 362w, 363s. Third Year Woodwind.

461f, 462w, 463s. Fourth Year Woodwind.

Organ

Siewert

The courses are designed for the development of a facile technique, hymn playing, ability to perform representative concert works, a knowledge of registration, and ability to modulate at the keyboard.

171f, 172w, 173s. First Year Organ. *Full Course.*

271f, 272w, 273s. Second Year Organ. *Full Course.*

371f, 372w, 373s. Third Year Organ. *Full Course.*

471f, 472w, 473s. Fourth Year Organ. *Full Course.*

181f, 182w, 183s, etc. Applied Music (Organ).

For non-organ majors. *Two-hour Seminar.*

Courses for the Community

Courses for the community offered by the Conservatory of Music are open to non-college students, both children and adults. Students registered for these may have the use of the music library and are entitled to the student rate for all activities sponsored by the Conservatory. No college credit is allowed, and private lessons may be registered for at any time.

Instruction in applied music and theory is offered by the faculty members and instructional staff of the Rollins College Conservatory of Music.

The Rollins Community

The College

History And Organization

Rollins College was founded sixty-seven years ago under Congregational auspices to provide for Christian education in Florida. Although now undenominational, it has steadfastly maintained the ideals of its heritage. It is the oldest institution of higher learning in the State.

Rollins College was incorporated on April 28, 1885, taking its name from Alonzo W. Rollins of Chicago, who gave \$50,000 of the original fund of \$114,180 pledged by Winter Park's pioneer friends of education. The first president was Dr. Edward Payson Hooker. Outstanding among other presidents were Dr. William Freemont Blackman who came to Rollins from the faculty of Yale University and Dr. George Morgan Ward who later became president of Wells College.

In 1925 Dr. Hamilton Holt, former editor of *The Independent* and world peace advocate, was elected president. His administration, covering twenty-four years, was marked by the adoption and development of the Conference Plan of Study and the Individualized Curriculum, as well as several other educational advances. During his term of office, Rollins College received more than \$5,000,000 for general expenses, endowment funds, equipment, and new buildings. Pledges, including \$500,000 for a new library, brought the total to over \$5,000,000.

In May, 1951, as successor to Paul A. Wagner, who followed Dr. Holt, the Board of Trustees appointed Hugh F. McKean as

THE COLLEGE

acting President. Early in 1952, in recognition of the superb leadership of the acting President the Board of Trustees elected Hugh F. McKean President of Rollins College.

Rollins College is accredited by the Southern Association of Colleges and Secondary Schools. It is also recognized by the Florida State Department of Education and the New York State Department of Education.

Rollins is a coeducational undergraduate institution, offering no graduate work.

Location And Environment

The City of Winter Park, the home of Rollins College, is located on the main line of the Atlantic Coast Line Railway, one hundred and forty-two miles south of Jacksonville, and one hundred and five miles northeast of Tampa. It is within four miles of the growing city of Orlando (62,000), which is served by the Eastern Air Lines and National Airlines companies.

Winter Park has an enviable reputation as a beautiful, healthful, and progressive community. It is situated in the high pine region of Central Florida, amid orange groves, lakes, and sub-tropical forests. There are eighteen lakes wholly within the city limits, all of which are bordered by luxuriant sub-tropical vegetation. The college campus borders on one of four lakes which are connected by canals.

The mild, dry winter climate and infrequent frosts make possible an all-year-round, outdoor life.

Buildings And Equipment

The main campus, consisting of approximately forty-five acres, is well shaded by pines, palms, and live oaks, and has a frontage of nearly a half mile on Lake Virginia, which provides a beautiful setting as well as bathing and boating facilities throughout the year.

The building program provides for an artistic grouping of residential and academic buildings, all of which show a strong Mediterranean influence in their design. Under this program Rollins has erected twenty-four new buildings during the past twenty years as well as having acquired other properties by gift or purchase.

The Mills Memorial Library

The new \$525,000 Mills Memorial Library building was occupied in the fall of 1951. Presented through the generosity of the Davella Mills Foundation, this building, the largest on the campus, is designed to accommodate the growing library collection for years to come. The collection, at present, exceeds 81,000 volumes and 200,000 periodicals.

The spacious T-shaped building has two main floors in the public area, a full basement and a five-level, all-steel, air-conditioned book stack with a capacity of 150,000 volumes. Reading rooms and

THE COLLEGE

individual study desks, seating approximately 250 readers, are available on both floors. The reference room, which contains a carefully selected collection of encyclopedias and other reference materials needed in an undergraduate college, opens into a shaded patio for outside reading. Adjacent to the reference room are the attractively furnished newspaper and periodical lounge and the map and atlas room.

The reserve reading room, which has a capacity of 80 readers, and the browsing room are located on the second floor. Also on the second floor are the Rittenhouse, Whitman, and Woolson collections, the library of the Hispanic Institute, which contains several hundred volumes on Hispanic and Hispanic American Civilization, and the art reference picture collection of more than 7,500 mounted prints and photographs.

In the basement are the two modern broadcasting studios of Station WPRK, a microfilm and a microcard reading room, a photostat laboratory and dark room, and a projection studio for the presentation of instructional films.

The Rare Books room on the main floor contains an outstanding Florida collection noted for its valuable and rare items of Floridiana. The Union Catalog of Floridiana is, by far, the most complete index on this subject in existence.

The splendid facilities of the Mills Memorial Library are extended to residents and visiting scholars and writers in Winter Park.

Carefully planned facilities in the Mills Memorial Library provide easy access to information contained on materials other than books. Students may view 16mm motion pictures, 35mm film strips and slides, and other projected materials shown with up-to-date equipment in a 56-seat projection studio. Since the studio contains a lecture platform and both a blackboard and a whiteboard, visual aids can be supplemented by personal instruction and discussion. Students may also read micro-cards and micro-film on simply operated, modern machines. A map-room that provides space for study of large maps, photostat equipment that makes possible the copying of documents and rare books, and numerous show cases and glassed display boards round out the audio-visual services of the Mills Memorial Library.

The Mills Memorial Library also administers the lending of films on deposit with the Inter-American Center of Rollins College. These 16mm sound films, many of which are in color, are lent for a small service charge and transportation costs to schools, clubs, educational and civic groups interested in disseminating information about the Americas and in creating a better understanding among the peoples of the Western Hemisphere.

Income from endowments amount to several thousand dollars a year and this is supplemented by an annual appropriation from

THE COLLEGE

general funds of the college to the Library's budget for books and periodicals. The "Book-A-Year Club" is made up of friends of the library who have contributed to the endowment, thus providing in perpetuity one new book each year, bearing the name of the donor. Gifts of cash for specific purchases and private libraries presented to the College also afford a valuable source of library materials. The reference value of the library's collection is also enhanced through its being selected as a depository for U. S. Government publications.

The Rollins Museums

The Thomas R. Baker Museum of Natural Science, named in honor of its founder, has scientific study collections used in the instruction of students. At present, the museum has no public display.

The Beal-Maltbie Shell Museum with its famous collection of 80,000 shells occupies a specially designed building on the campus. The building is of Mediterranean architecture with red tile roof and is without windows in order to protect the colors of the rare and beautiful shells from daylight. The exhibit hall has overhead fluorescent lighting, and each display case has concealed fluorescent lamps which add greatly to the beauty of the exhibit. Few objects of Nature present so vast a variety of forms, such varied and beautiful designs, and so brilliant a display of colors as do the myriad shell fish known as mollusks. Many of the shells on display are noted for their rare beauty.

Student Activities

Religious Life

Rollins College was founded under the auspices of the Congregational Churches. Although now non-sectarian, we maintain the ideals of our heritage.

A religious program has three responsibilities: teaching, worshipping, and serving. The teaching responsibility is shared between the courses offered in the College and the services of the Chapel. The other responsibilities center in the program of the Knowles Memorial Chapel.

The services of worship are held in the Chapel Sunday mornings, on special days and seasons of the Christian Year. In our services students participate in the conduct of worship, either as readers or as ushers or as members of the Rollins Chapel Choir. Organ Vespers are usually held on Wednesdays during the winter season.

Our Chapel Service Program is channelled through three student committees: Race Relations, Community Service, and International Relations.

STUDENT ACTIVITIES

The over-all Religious Program on the Rollins campus is carried on by the Dean of the Chapel and the Chapel Staff. The Staff is composed of the chairmen of the student committees, nine elected students, and two members of the faculty. The Dean of the Chapel is available for guidance and for conferences with students on religious problems.

All students are urged to join in the services of the churches in Winter Park and Orlando.

Student Government

COOPERATIVE STUDENT GOVERNMENT. Student activities at Rollins College are administered by the students with the cooperation of the administration and faculty of the College. The authority of the student body is vested in the Student Association, which has for its purpose the management of publications and other student activities, and the promotion of good fellowship and self-government.

Upon registration, a regular student automatically becomes a member of the Rollins Student Association.

The executive and judicial powers of the Association are vested in the Student Council, which is composed of one representative from each social fraternity, and social sorority, four independent representatives, including at least one woman, all of whom must have been regularly enrolled for two terms. The Dean of Men and the Dean of Women act as advisers.

Student Publications

STUDENT PUBLICATIONS UNION. Rollins College is noted for its encouragement of creative writing, and the student interest is demonstrated by the number and quality of its undergraduate publications. The following are members of the Rollins Publications Union:

THE TOMOKAN is a year book published annually by the graduating class. It gives a resume of the activities, organizations, and events of interest to the students and faculty of Rollins.

THE FLAMINGO, a magazine of drama, short stories, and poetry, is published by a board of undergraduate editors. A remarkably high standard has been attained in this publication of undergraduate writing.

THE SANDSPUR is a weekly newspaper issued by the editorial staff and the journalism class of the College. It prints all campus and much local news. It has the versatility in reading matter of a city newspaper, and keeps the Rollins students well posted through its editorial, social, and news columns.

THE "R" BOOK is published by the Student Association to furnish entering students with information on the traditions, customs, and organizations of the College.

STUDENT ACTIVITIES

THE ROLLINS NEWSREEL is a student organization which combines photography, writing, and acting. The two main purposes are to make a motion picture history of important college functions and to produce a film showing the life at Rollins.

Athletic Activities

Because of the excellent and mild climate of Florida, Rollins is able to maintain out-of-door athletic activities throughout the year. Two hours of each day are available for recreation and supervised instruction in physical activities in order to enable the student to participate in the sports in which they are particularly interested.

Rollins competes in the following inter-collegiate sports: baseball, basketball, crew, golf, and tennis. A full schedule of intramural sports is conducted under expert direction. These include intramural competition for men in basketball, crew, diamond-ball, touch-football, golf, swimming, tennis, and volley-ball, and intramural competition for women in basketball, golf, tennis, riding, archery, swimming, volleyball, and softball.

It is of course understood that these activities are carried on in addition to the regular classes scheduled in physical education.

Societies And Organizations

The various interests of a wholesome student life are sustained and promoted by means of appropriate organizations.

PHI SOCIETY is a first year honorary scholarship society encouraged by Phi Beta Kappa and having chapters at several colleges.

THE ROLLINS KEY SOCIETY is an honorary society founded in 1927 for the purpose of fostering interest in all campus and scholastic activities and promoting the welfare of Rollins College. Membership is open to Upper Division students only and is based on high scholastic work.

OMICRON DELTA KAPPA, national honorary service fraternity, was installed at Rollins in 1931. Membership is conferred on Upper Division men who have distinguished themselves in campus activities.

THE ORDER OF THE LIBRA, a small honorary society for Upper Division women, was organized in 1935, for the purpose of recognizing balanced living and broad interests, and for encouraging further development in high scholarship, extra-curricular activities, generous citizenship, and integrity of character.

O.O.O.O. is a men's honorary organization, the purpose of which is to create, preserve, and foster the traditions and ideals of Rollins; to promote respect for the customs of the College; and to develop a spirit of leadership and cooperation in the student body.

THE FLORIDA DELTA CHAPTER OF PI GAMMA MU, national social science honor society, was installed at Rollins in 1932.

The Rollins Community

STUDENT ACTIVITIES

THE FLORIDA GAMMA CHAPTER OF THETA ALPHA PHI, national honorary dramatic fraternity, was installed at Rollins in 1938. Membership is conferred on Upper Division students who have done superior work in dramatics.

THE THETA CHAPTER OF PHI BETA FRATERNITY, a music and dramatic art fraternity for women, was installed at Rollins in 1923.

ZETA ALPHA EPSILON is an honorary scientific fraternity, the purpose of which is to give recognition to outstanding students and to promote a broadened interest in the science.

DER DEUTSCHE VEREIN is an organization, membership in which is open to those who have a working knowledge of German.

LE CERCLE FRANCAIS is an organization, membership in which is open to those who have a working knowledge of French. It is affiliated with *La Fédération de l'Alliance Française aux États-Unis et au Canada*.

THE ROLLINS SCIENTIFIC SOCIETY, organized by the undergraduate majors in Science in the fall of 1942, has as its purpose the bringing together of students interested in discussing and hearing about advancements within the several fields of science. Prominent scientists are invited to be present at the meetings to discuss developments in their particular field of science or the Fellows of the Society discuss significant research they are doing and report recent advances which have appeared in the various scientific journals.

THE SPANISH CLUB has for its purpose to encourage the young people of the continents of North and South America to build up a lasting friendship which will preserve, forever, peaceful relations and settle all differences around the conference table instead of by war, to unite in good will, and to cultivate friendship and understanding and American solidarity among the twenty-one sovereign republics of the Western Hemisphere.

THE SPEECH SOCIETY is composed of students who are interested in improving their everyday ability to speak. To accomplish its aims of effective articulation and mastery of the spoken word, students deliver talks before the society at monthly meetings.

THE "R" CLUB is composed of letter men who have been awarded their "R" in some major sport. The purpose of the club is to promote sportsmanship, cooperation, and interest in athletics.

THE WOMEN'S ATHLETIC ASSOCIATION was organized to promote and foster the highest spirit of sportsmanship and cooperation among the girls. All women students automatically become members.

Those who have excelled in the field of athletics are granted membership in the Women's "R" Club.

STUDENT ACTIVITIES

THE ROLLINS PLAYERS, under the direction of the Theatre Arts Department, present a series of plays during the year in both the Annie Russell and Fred Stone Theatres. This organization is composed of students who have done outstanding work in dramatics. A point system for work accomplished in acting and stagecraft has been established as a basis for membership. Try-outs for the plays produced by The Rollins Players are open to all Rollins students with preference given to Theatre Arts majors.

THE STUDIO CLUB provides an opportunity for students with artistic interests to meet for study and to further æsthetic appreciation.

MUSICAL ORGANIZATIONS are listed under Music Activities.

Greek Letter Organizations

The Interfraternity Council is composed of chapters of the following men's national fraternities:

LAMBDA CHI ALPHA

KAPPA ALPHA ORDER

SIGMA NU

DELTA CHI

and the following local fraternity:

THE X CLUB

The Panhellenic Council is composed of chapters of the following women's national fraternities:

GAMMA PHI BETA

PHI MU

PI BETA PHI

CHI OMEGA

ALPHA PHI

KAPPA KAPPA GAMMA

KAPPA ALPHA THETA

STRAY GREEK CLUB is an organization open to any student who is a member of a national fraternity which does not have a chapter on the Rollins campus.

THE INDEPENDENT MEN and INDEPENDENT WOMEN include all students who are not members of a fraternity and enjoy the same privileges as the fraternities, competing with them in all intramural activities and participating in the student government.

Services And Regulations

Physical Examinations

All entering students are required to furnish a medical certificate before matriculation.

STUDENT ACTIVITIES

If it seems advisable students must submit to a physical examination each year, given by the college physicians. A report giving special advice and recommendations when necessary will then be filed so that no student shall enter any activity for which he or she is not physically fit.

Free chest X-rays are available to all students through the cooperation of the Orange County Tuberculosis Association Mobile Unit.

Student Health Service

The Student Health Service and treatment at the College Infirmary are services rendered by the College, not only for the care of the sick, but also for the protection of the well.

The Infirmary is intended only for the treatment of out patients or ambulatory patients, or of bed patients with minor illnesses. It does not offer treatment of major illnesses, chronic illnesses of a serious nature, or cases involving operation and hospitalization, and affords only temporary treatment in case of serious accidents. In cases of this sort, the College will make such temporary arrangements as are necessary, but will in all cases notify the parents or guardians of the students, who must assume full responsibility. While a student would thus be confined to a hospital and not to the College Infirmary, he may have the college physicians treat him but would be expected to pay the college physicians privately for this treatment.

While students may be required to submit to a physical examination by the college physicians, no student is required to have the college physicians treat him but may seek medical advice and treatment from any physician of his own choosing, the expenses of which he shall bear. Upon entering the Infirmary, however, a student may receive treatment only from the Infirmary Physician, or from any member of The Orange County Medical Association with the approval of the college physician.

Because the Student Health Service and Infirmary are private, voluntary services rendered by the College, for which no charge above the general fee is made, the following financial arrangements are necessary:

1. All prescriptions and medicines will be charged at cost.
2. No charge will be made for small items of equipment such as gauze bandages, cotton, etc., when kept in stock at the Infirmary.
3. No charge will be made for the first three days of confinement in the Infirmary. It is assumed that for any minor illness a stay of three days will be adequate. After three days, however, the College reserves the right to transfer a student to a hospital or to make a reasonable charge for a longer period of confinement in the Infirmary. This charge will be determined by the service and treatment given the patient.

STUDENT ACTIVITIES

The College does not undertake to furnish medical treatment during vacation periods, and the Infirmary will be closed at such times.

Consulting specialists in the major fields of diagnosis, medicine, and surgery are available in the Winter Park-Orlando area.

Dormitory And Commons Regulations

The Board of Trustees has adopted the following requirements for college dormitories, and the Commons:

1. Every regularly enrolled student is required to live in one of the college dormitories and board at the College Commons.

2. First-year students live in special dormitories reserved for the entering class, unless otherwise assigned by the Student Deans.

3. Dormitories or parts of dormitories are assigned to the different fraternities, and as far as possible members of a fraternity live in the dormitory assigned to that fraternity, except in the case of first-year students who must remain in the freshman dormitory during the entire first year.

4. Only regularly enrolled undergraduate students may live in college dormitories without special written approval of the College Administration.

Regulations 1 through 4 above do not apply to the day students who live at home with their parents.

5. Alcoholic beverages may not be served at college functions on college property, in dormitories, or on any other college property. This regulation includes light wines and beer.

First-year women students must be in the dormitory at 10:00 P.M. except Friday (10:30 P.M.) and Saturday (11:00 P.M.); upperclass women students at 10:30 P.M. except Friday and Saturday (12 midnight).

College dormitories and the Commons are closed during college vacations. Special arrangements for housing during vacations may be made with the Student Deans.

Students are not allowed to have pets in any college dormitory.

Reservation of Rooms

When the contingent deposit of \$25.00 is received from a boarding student a room is immediately reserved.

All dormitory rooms are furnished with single beds, dressers, study tables, and chairs. All other furnishings must be provided by the occupant.

Each occupant of a dormitory room must bring a pillow, four sheets, three pillow slips, at least two blankets, one comforter, one mattress pad, two bed spreads for a single bed, and personal linen. All these articles should be plainly marked with the owner's name.

Each dormitory resident is held responsible for the condition of all equipment in his room. Unusual damages or expenses will be assessed against the students responsible.

STUDENT ACTIVITIES

A student to whom a dormitory room is assigned is obligated to occupy it for the year unless another student, not a resident of the hall, agrees, with the approval of the Student Dean, to occupy the room, provided there is no financial loss to the College in the exchange.

Automobile Regulations

Students at Rollins College are allowed to own and operate cars with the permission of their parents and under the following regulations:

1. Every approved car shall be licensed and the owner required to purchase a Rollins number plate, issued by the Student-Faculty Traffic Committee, which shall be carried on the front of the car.
2. All drivers shall be obliged to have a state driver's license before getting a number plate.
3. Every campus student's car shall carry personal liability and property damage insurance.
4. All accidents and cases of reckless driving shall be investigated by the Student-Faculty Traffic Committee.
5. Students who are on probation shall not be allowed to own and maintain a car.
6. Boarding students who receive scholarships or other financial aid on the basis of need shall not own and maintain a car on the Rollins Campus. Exceptions will be made for students who use cars for business during the college year.
7. The Administration reserves the right to revoke licenses at any time.
8. The Student-Faculty Traffic Committee has the authority to recommend penalties for violation of the traffic rules.
9. Freshmen students are advised not to own and operate cars during their first term.

Music Activities

ROLLINS CHAPEL CHOIR. The choir of the Knowles Memorial Chapel devotes its entire time to the serious study of representative types of the best choral literature from the early English and Roman schools up to and including contemporary composers. The choir participates in the Knowles Memorial Chapel services and sings in the annual Bach Festival of Winter Park. Auditions, which are held at the beginning of the college year, are open to all students matriculated in the College.

PI KAPPA LAMBDA. The Xi Chapter of Pi Kappa Lambda, national honorary music society, was installed at Rollins in 1935. Its prime object is the encouragement of eminent achievement in performance and original composition. Only students in the Upper Division are eligible for consideration for membership.

THE STUDENT MUSIC GUILD, comprised of students who are interested in promoting the musical welfare of the College, holds regular meetings and is active on campus in the sponsoring of recitals and other activities of musical worth.

MUSIC ACTIVITIES

ROLLINS COLLEGE GLEE CLUB. Open to all matriculated students of the college.

STUDENT RECITALS AND RADIO. Formal and informal recitals are given throughout the college year by students of the Conservatory, and frequent opportunities are available for appearances on radio programs.

FACULTY RECITAL SERIES. Members of the Conservatory faculty and guest artists present a series of concerts, including violin, piano, voice, and chamber music.

ORGAN VESPER RECITALS. During the greater part of the college year a weekly organ program is presented, with assisting soloists, on the beautiful three manual Skinner organ in the Knowles Memorial Chapel.

THE EIGHTEENTH ANNUAL BACH FESTIVAL OF WINTER PARK. The Bach Festival of Winter Park, consisting of a series of three programs by the Bach Choir of one hundred and thirty voices assisted by renowned Bach soloists, orchestra, and organ, will be held in March at the Knowles Memorial Chapel. The chorus, under the direction of Robert Hufstader, includes the Chapel Choir and selected singers from Central Florida communities. A special performance of the Mass in B Minor, or the Passion According to St. Matthew, will be given for students of colleges and high schools in the State of Florida by invitation of the Board of Trustees of the Bach Festival Society on a Saturday early in March.

Radio Activities

Late in 1952, Rollins FM radio station WPRK began nightly broadcasts with an inaugural ceremony which featured remarks of President-elect Dwight D. Eisenhower especially recorded for the occasion.

"Hamilton Holt," Eisenhower said in referring to the founder of the Rollins Conference Plan, ". . . believed in man's self determination; he had faith that this force in man's spirit made educational institutions strong guardians of liberty . . ."

"This new FM station at Rollins College can help to speed and advance the great ideas which keep men and women free . . . Whether the ideas came from the great music or poetry or other literature of the past, or from debates and reflections of today, the people of our country who are listening in will be richer."

Station WPRK was begun both to fulfill the above general purpose and to provide the best possible training for Rollins students interested in the field of radio. The station equipment was made possible through the generosity of an anonymous donor and is housed in modern studios in the Mills Memorial Library, gift of the Davella Mills Foundation.

Operating on a frequency of 91.5 megacycles, the 10 watt FM station covers the Winter Park-Orlando area. Basic equipment includes: Two spacious studios each with its own control room,

RADIO ACTIVITIES

RCA control boards, Fairchild transcription tables, four magnecord tape recorders, a three-turntable sound effects console, filter equipment for special effects and a wide variety of microphones.

Students in beginning and advanced radio production classes and in speech and drama classes gain practical experience in writing, directing, announcing, and acting for radio under the supervision of WPRK staff members.

WPRK is a member of the National Association of Educational Broadcasters through which it participates in a program exchange with 80 educational stations. In addition to programs originating locally, WPRK broadcasts outstanding programs on loan from the British Broadcasting Corporation, the French Broadcasting system in North America, from Norway, Hawaii, and the Netherlands.

The Rollins Chapel Choir usually broadcasts at least once a year over one of the national radio networks. In addition, programs produced on the campus that are considered representative of Rollins are broadcast over other radio stations throughout the year. Rollins students studying radio broadcasting have also been part and full time announcers on the four Orlando stations.

Community Activities

Public Service

In order to carry out the aim of Rollins College to render Spanish, art, music, and several series of lectures on topics of service to the communities and to the state, as well as to its undergraduate body, public lectures and addresses are offered by many of the members of the Rollins faculty. The topics covered have a wide range and include international relations, political theory, readings in English literature, scientific subjects, and musical programs. There is full cooperation with the public schools and social agencies.

Courses For The Community

In 1936, the College first presented an organized program of Adult Education. For several years the number of courses offered was somewhat limited. These included creative writing, Spanish, art, music and several series of lectures on topics of the day.

In 1951, the Adult Education Program was enlarged and renamed Courses for the Community. A number of adult courses, both credit and non-credit, are now offered to help fill the vocational, cultural, civic, and recreational needs of the community. These include a series of Education courses to enable elementary school teachers to qualify for certification, and an extensive program of activities for young people, including junior theater, piano, junior choir, arts and crafts, and rhythemics.

A separate bulletin is available on the enlarged Courses for the Community program.

COMMUNITY ACTIVITIES

Military Courses

Rollins offers courses in three neighboring air bases: Patrick Air Force Base in Cocoa, Pinecastle Air Force Base, and Orlando Air Force Base.

Typical courses are: Spanish, English Composition, Algebra and Trigonometry, Analytic Geometry and Calculus, Business Law, and Social Psychology.

The 479th SIRA Unit

Through an affiliation agreement with the Assistant Chief of Staff, G-2, Department of the Army, signed March 8, 1949, the 479th Strategic Intelligence (Research and Analysis) Unit was activated at Rollins College on November 1, 1950. The unit is directed administratively by the Commanding General, Third Army, and operationally by the Assistant Chief of Staff, G-2. Its purpose is to train students for service in the Army as Strategic Intelligence specialists and to undertake research projects for the Assistant Chief of Staff, G-2. The unit as a whole is ordered to active duty training in the Department of the Army for two weeks each summer. Qualified students are selected for assignment to and training in the unit and if there are vacancies available are recommended for commissions in the Organized Reserve Corps upon their graduation. The strength of the unit is three officers and three enlisted men, all members of the Organized Reserve Corps.

Economic Conference

During the past eighteen years an Economic Conference has been one of the public features of the College. It is held annually, late in January or early in February. Sessions have been devoted to important economic, political, and industrial questions that are uppermost in the mind of the public, such as transportation, industrial relations, social security, taxation, the national budget, international trade, and world order and stability. Able authorities upon these questions have been secured to lead the discussions, which are followed by an open forum in which all participate. The conference is under the chairmanship of W. D. Robbins.

The Rollins Animated Magazine

Unique among Rollins "periodicals" is the *Rollins Animated Magazine* published annually out-of-doors on the college campus during Founders' Week in February. The contributions are by national and international figures, and are presented by the authors in person. Each year from fourteen to sixteen distinguished "contributors," read their manuscripts before a large audience of delighted "subscribers."

Inter-American Studies And Activities

Inter-American studies and activities were inaugurated at Rollins by the late distinguished scholar Dr. E. C. Hills, during

ALUMNI ACTIVITIES

the Spanish-American War when students from Cuba were accommodated on the campus to prevent the interruption of their studies. In the fall of 1942 these studies and activities were accelerated as a part of the war effort to stimulate interest in and disseminate information about Latin America. This program was placed on a permanent basis in 1944 with the establishment of Casa Iberia, Inter-American Center.

Emphasis is placed on courses of study for both undergraduates and adults in the Spanish language and literature, in the history of Spain, Portugal, and Latin America, and in lectures by specialists from both North and South America. Among the activities are programs of motion pictures in color and with sound, exhibits of art and handicrafts, conferences and discussion groups, as well as programs of music, drama, and radio. Printed materials are distributed to the public and to schools.

Alumni Activities

THE ALUMNI ASSOCIATION. The Rollins Alumni Association was founded in 1898 by the late Miss Clara Louise Guild, '90, the first graduate of the College. Since that time the Association has done much to extend the influence of Florida's oldest college.

MEMBERSHIP IN ALUMNI ASSOCIATION. Following the custom of other standard colleges, every student leaving Rollins after having completed one year of study automatically becomes an alumnus and a member of the Alumni Association.

ANNUAL MEETING. The annual meeting and reunion of alumni is held on Alumni Day of Founders' Week, the latter part of February.

OFFICES. An Alumni House, next to the Rollins Student Center, was built in 1941. The attractive lounge of this building provides a central and pleasant place on campus for alumni and student meetings. Up-to-date files are maintained on former students and a quarterly magazine, *The Rollins Alumni Record*, is published for and mailed to each alumnus on the Alumni Office mailing list.

REUNIONS. Alumni Day is celebrated each year on the Saturday nearest George Washington's birthday during Founders' Week. The annual business meeting of the Alumni Association and election of officers takes place then. Rollins alumni again assemble on Commencement morning in June to give a Sunrise Breakfast for the Senior Class, which is the oldest continuous tradition at Rollins College.

Rollins Personnel
1952-1953

Officers and Trustees

Officers

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FREDERIC H. WARD, A.B. . *Assistant Treasurer and Comptroller*

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Terms to Expire in 1953

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 MRS. FRANCES KNOWLES WARREN, L.H.D. *Boston, Massachusetts*
 ARTHUR SCHULTZ *Winter Park, Florida*

Terms to Expire in 1954

†HALSTED W. CALDWELL, E.M., L.H.D.	<i>Winter Park, Florida</i>
THOMAS PHILLIPS JOHNSON, A.B., LL.B.	<i>Pittsburgh, Pennsylvania</i>
OLCOTT DEMING, A.B., A.M.	<i>Washington, D. C.</i>
L. CORRIN STRONG, Ph.B., LL.D.	<i>Washington, D. C.</i>
*H. GEORGE CARRISON, A.B.	<i>Atlantic Beach, Florida</i>
WINTHROP BANCROFT, LL.B.	<i>Jacksonville, Florida</i>
MILLER WALTON, LL.B.	<i>Miami, Florida</i>
LOUIS W. INGRAM, A.B., A.M.	<i>Winter Park, Florida</i>

Terms to Expire in 1955

MRS. PAULA DOMMERICH SEIDENBURG . *Greenwich, Connecticut*
 ROGER SHAW, A.B., A.M., Ph.D., LL.D. . *Hartford, Connecticut*

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ELDRIDGE HAYNES *New York, New York*
*NELSON MARSHALL, B.S., M.S., Ph.D. . . *Tallahassee, Florida*

Executive Committee of the Board of Trustees

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MRS. REBECCA COLEMAN WILSON

* *Nominated by the Alumni*

† *Deceased September 17, 1952*

Administrative Staff

Academic Staff

HUGH FERGUSON MCKEAN, A.B., M.A. *President;*
Director, Morse Gallery of Art
ALFRED JACKSON HANNA, A.B., L.H.D. . *First Vice President;*
Director of Inter-American Studies
EDWIN RUTHVEN WALKER, A.B., B.D., Ph.D. *Dean of the College*
JOSEPH JUSTICE, A.B. *Acting Dean of Men*
MARIAN VAN BUREN CLEVELAND, L.H.D. . . . *Dean of Women*
MARIAN HOXIE WILCOX *Assistant Dean of Women*
THEODORE STANLEY DARRAH, B.S., S.T.B. .
Dean of Knowles Memorial Chapel
DOROTHY IRENE KOEHLER, A.B. *Registrar*
ALICE MCBRIDE HANSEN, A.B., B.L.S., Ed.M. . . . *Librarian*
RHEA MARSH SMITH, A.B., A.M., Ph.D. *Assistant to the President*
JOHN OLIVER RICH, A.B., A.M. . . . *Director of Admissions*
HUGH CUTHBERT DAVIS, B.S. *Admissions Counselor*
WILLIAM ROY SHELTON, JR., A.B. . *Director of Public Relations*
JAMES WYLY JACKSON, JR., A.B. .
Assistant Director of Public Relations
GEORGE SAUTE, Ph.B., A.M. *Director of Courses for the Community*
HELEN MOORE, B.M., Mus.D. *Acting Director of the Conservatory*
JOHN CARTER, B.M. . . . *Chairman of Studies, Conservatory*
CYNTHIA WILLIAMS EASTWOOD
Administrative Secretary to the Dean of the College

ADMINISTRATIVE STAFF

AURORA MCKAY, A.B.

Executive Secretary to the Alumni Association

HOWARD WILLIAM BAILEY, A.B.

Director of the Annie Russell Theatre

DONALD SIMPSON ALLEN, A.B., A.M.

Director of the Fred Stone Theatre

ANGELA PALOMO CAMPBELL, A.B., A.M. *Director of Casa Iberia*

JEANNETTE GENIUS MCKEAN

Director of Exhibitions, Morse Gallery of Art

PAUL ANTHONY VESTAL, A.B., A.M., Ph.D. . *Director of the
Thomas R. Baker Museum of Natural Science and the*

Beal-Maltbie Shell Museum

DOROTHY C. T. DAVIS *Curator of the Beal-Maltbie Shell Museum*

Financial and Business Staff

JOHN MEYER TIEDTKE, A.B., M.C.S. . . . *Second Vice President;
Treasurer and Business Manager*

FREDERIC H. WARD, A.B. . . . *Assistant Treasurer and Comptroller*

CHLOE M. LYLE *Cashier*

HAROLD MUTISPAUGH, B.S. *Purchasing Agent*

GEORGE C. CARTWRIGHT, *Superintendent of Buildings and Grounds*

GEORGE H. CARTWRIGHT, *E.E.* . . . *Assistant Superintendent of
Buildings and Grounds*

CHARLES E. MAYS *Manager of the College Commons*

JAMES GREGG *Manager of the Rollins Center*

Secretarial and Other Staff

CLARA B. ADOLFS, A.B. . . . *Assistant and Secretary to the Dean
of Knowles Memorial Chapel*

HALSTED W. CALDWELL, JR., A.B. *College Postmaster*

JANE E. CARR *Secretary to the Treasurer*

DIANE M. CASEBOLT *Assistant, Admissions Office*

HELEN A. CROSSLEY *Bookkeeper*

LILLIAN A. DAVISON, B.A. *Secretary, Conservatory*

GEORGIA ANN EWING *Assistant, Cashier's Office*

RUTH FAIRCHILD *Secretary to the Student Deans*

PATRICIA H. HOAGUE *Assistant, Dean's Office*

MILDRED L. JOHNSON, B.A. . . . *Assistant to the Purchasing Agent*

CLAIRE W. KENT *Assistant, Alumni Office*

ANN BROWN LONG *Assistant, Registrar's Office*

ADMINISTRATIVE STAFF

A. LEONA LYLE	<i>Secretary to the Cashier</i>
KATHRINE H. MCCLELLAND	<i>Secretary, Public Relations Office</i>
PRISCILLA B. NEWELL, B.A.	<i>Assistant, Registrar's Office</i>
MIRIAM NICHOLSON, A.B.	<i>Secretary, Annie Russell Theatre</i>
GEORGIA PHILLIPS	<i>Secretary of Special Services</i>
MARIN J. SHEALY, A.B.	<i>Secretary to the Dean of the College</i>
MARILYN SHEPHERD	<i>Secretary to the President</i>
OLIVE L. SPEIDEN	<i>Registrar, Rollins Museum of Living Art</i>
MARJORY P. TRIPP	<i>Secretary to the Admissions Committee</i>
E. RUTH WITHERELL	<i>Secretary to the Vice President</i>
CLARICE YARBOROUGH	<i>Manager, Bookstore</i>

Heads of Residence Halls

MARGERY WILSON BROWN	<i>Mayflower Hall</i>
(<i>Pi Beta Phi</i>)	
ALICE FLETCHER BURKE	<i>Chase Hall</i>
(<i>First Year Men</i>)	
KATHLEEN CAMPBELL	<i>Holt House</i>
(<i>Alpha Phi</i>)	
GEORGIA ELWELL ENRIGHT	<i>Pugsley Hall</i>
(<i>Kappa Kappa Gamma</i>)	
MARGARET FITZGERALD	<i>Strong Hall</i>
(<i>Chi Omega and Gamma Phi Beta</i>)	
LEONE WARD HALLENBERG	<i>Corrin Hall</i>
(<i>Independent Women</i>)	
RUTH MCLEISH LELAND	<i>Caroline Fox Hall</i>
(<i>Phi Mu</i>)	
RUBY WALKER MARSHALL	<i>Rollins Hall</i>
(<i>Sigma Nu</i>)	
PEARL M. PANCOAST	<i>Hooker Hall</i>
(<i>Lambda Chi Alpha</i>)	
GLADYS MERRILL PAYNE	<i>Pinehurst Hall</i>
(<i>First Year Women</i>)	
RUTH COKER REID	<i>Lakeside Hall</i>
(<i>Independent Men</i>)	
CORDELIA WEBER	<i>Lucy Cross Hall</i>
(<i>Kappa Alpha Theta</i>)	
MARIAN HOXIE WILCOX	<i>Cloverleaf Hall</i>
(<i>First Year Women</i>)	

Faculty (1952-1953)

Dates indicate (1) first connection with Rollins, (2) date of receiving present rank. Faculty listed under departments under the heading of Majors, page 41.

- HUGH FERGUSON MCKEAN** *President; Professor of Art*
 A.B., Rollins College; A.M., Williams College; diploma, L'Ecole des
 Beaux-Arts Americaine, Fontainebleau (1932;1951)
- ALFRED JACKSON HANNA** *First Vice President; Weddell*
Professor of History of the Americas
 A.B., Rollins College; L.H.D. (1917;1951)
- JOHN MEYER TIEDTKE** *Second Vice President and Treasurer;*
Professor of Economics
 A.B., Dartmouth College; M.C.S., Amos Tuck School of Business
 Administration (1936;1951)

* * *

- ARTHUR DELANO ENVART** *Dean Emeritus of Men;*
Professor Emeritus of Business Economics and Religion
 A.B., A.M., Ohio Wesleyan University; S.T.B., Boston University;
 Litt.D., LL.D. (1911;1950)
- EDWIN OSGOOD GROVER** *Professor Emeritus of Books*
 B.L., Dartmouth College; Litt.D., L.H.D. (1926;1942)
- HERMAN FERMAIN HARRIS** *Professor Emeritus of English*
 A.B., Ped.B., A.M., University of Missouri; Litt.D. (1924;1941)
- ARTHUR KNOWLES HUTCHINS** *Professor Emeritus of Voice*
 Mus.D. (1944;1952)
- WILLIAM MELCHER** *Professor Emeritus of Business Administration*
 A.B., Drury College; A.M., Harvard University; Ph.D. University
 of Wisconsin; LL.D. (1934;1952)
- HARRY RAYMOND PIERCE** *Professor Emeritus of Speech*
 B.O., M.O., Sp.D. (1929;1942)
- VIRGINIA ROBIE** *Professor Emeritus of Art*
 Museum of Fine Arts, Boston; Certificate, Art Institute, Chicago
 (1927;1944)
- ANNA BIGELOW TREAT** *Registrar Emeritus*
 A.B., Smith College (1927;1948)

* * *

- DONALD SIMPSON ALLEN** *Professor of Theatre Arts;*
Director of the Fred Stone Theatre
 A.B., A.M., Ohio Wesleyan University (1934;1945)
- BENJAMIN AYCRIGG** *Instructor in Theatre Arts*
 A.B., Rollins College (1950;1950)
- HOWARD WILLIAM BAILEY** *Professor of Theatre Arts;*
Director of the Annie Russell Theatre
 A.B., University of North Carolina (1938;1945)
- UDOLPHO THEODORE BRADLEY** *Professor of History*
 A.B., Princeton University; A.M., Ph.D., Cornell University
 (1933;1942)
- ELIZABETH CAMERON** *Assistant Professor of Art*
 A.B., Rollins College; B.L.S., Pratt Institute; St. Louis School of
 Fine Arts (1937;1944)
- ANGELA PALOMO CAMPBELL** *Professor of Spanish; Director of*
Casa Iberia
 B.A., Instituto del Cardenal Cisneros, Madrid; A.M., Wellesley
 College (1936;1944)

FACULTY

- MARC THADDEUS CAMPBELL, JR. *Circulation Librarian*
(*Assistant Professor*)
B.S. Pennsylvania State Teachers College, Clarion; A.M., George Peabody College for Teachers (1951;1951)
- ALPHONSE CARLO *Associate Professor of Violin and Viola*
Graduate, Teacher's Diploma, and post-graduate study, Juilliard School of Music; graduate, National Orchestral Association, New York City (1942;1944)
- KATHERINE CARLO *Instructor in Theory and Piano*
Graduate, Institute of Musical Art; Juilliard School of Music; pupil in piano of Carl M. Roeder; study at Yale Summer School of Music; piano with Bruce Simonds (1942;1949)
- DONALD WESLEY CARROLL *Assistant Professor of Chemistry*
B.S., M.S., Marshall College (1952;1952)
- JOHN CARTER *Professor of Theory and Composition and Piano;*
Chairman of Studies, Conservatory of Music
B.M. in Composition, Rollins College; graduate work, Juilliard School of Music; pupil of Roy Harris in composition and musicology; pupil in piano of Muriel Kerr, Alton Jones, James Friskin; coached in German lieder by Coenraad Bos (1938;1949)
- WALTER CHARMBURY *Professor of Piano*
Artist Diploma, Peabody Conservatory; graduate study with Isidor Philipp, Paris Conservatoire; pupil of Ernest Hutcheson (1939;1945)
- MARIAN VAN BUREN CLEVELAND *Dean of Women (Professor)*
L.H.D. (1940;1941)
- WILLIAM ABBOTT CONSTABLE *Associate Professor of English*
M.A., University of Edinburgh (1943;1945)
- THEODORE STANLEY DARRAH *Dean of Knowles Memorial Chapel;*
Professor of Religion
B.S., S.T.B., Harvard University (1947;1947)
- NINA OLIVER DEAN *Associate Professor of English*
A.B., Mississippi State College for Women; A.M., Columbia University (1943;1947)
- WILBUR DORSETT *Assistant Professor of Theatre Arts*
A.B., A.M., University of North Carolina (1946;1948)
- SARA JANE DORSEY *Instructor in Physical Education for Women*
B.S., Rollins College (1948;1948)
- GENEVA DRINKWATER *Associate Professor of History*
A.B., B.S., University of Missouri; M.A., Ph.D., University of Chicago (1952;1952)
- ADOLPHUS ROSS EVANS *Associate Professor of Business*
Administration
B.A.E., University of Florida; M.S., Columbia University; C.P.A. (1949;1949)
- RUDOLPH FISCHER *Associate Professor of French and German*
A.B., University of Basle; A.M., Rollins College; Gymnasiallehrer Staatsexamen, University of Basle; Diplômes pour l'Enseignement du Français des Universités d'Aix-Marseille et de Poitiers (1940;1946)
- WILLIAM EDWARDS FORT, JR. *Professor of Philosophy*
and Psychology
B.S., Georgia Institute of Technology; A.M., Ph.D., Duke University (1941;1946)
- MARION TOULMIN GAINES, III *Instructor in Speech*
A.B., University of Florida (1948;1948)

FACULTY

- BARBARA DALY GRAHAM *Catalog Librarian (Instructor)*
A.B., Rollins College; Graduate, University of Wisconsin Library School (1952;1952)
- EDWIN PHILLIPS GRANBERRY *Irving Bacheller Professor of Creative Writing*
A.B., Columbia University; Litt.D. (1933;1940)
- EUGENIE MARIE YVONNE GRAND *Assistant Professor of French*
A.B., Rollins College (1930;1944)
- PAUL EDWARD HANCHETT *Associate Professor of Economics*
B.A., B.S., M.A., Ph.D., University of Minnesota (1952;1952)
- ALICE MCBRIDE HANSEN *Librarian (Professor)*
A.B., Vassar College; B.L.S., Columbia University School of Library Service; Ed.M., Harvard University (1951;1952)
- GLADYS STANALAND HENDERSON *Reference Librarian (Assistant Professor)*
A.B., Hardin-Simmons University; B.S. in L.S., Louisiana State University (1943;1946)
- RALPH THEODORE HUNTLEY *Associate Professor of Physics*
A.B., Oberlin College (1946;1946)
- STUART BURKE JAMES *Instructor in English*
A.B., Rollins College; M.A., University of Washington (1950;1950)
- FRANKLYN ARTHUR JOHNSON *Assistant Professor of Political Science*
B.A., Rutgers University; M.A., Ph.D., Harvard University (1952;1952)
- EDWARD FRANCIS JONES *Professor of Mathematics*
B.S., C.E., Manhattan College (1922;1922)
- JOSEPH JUSTICE *Acting Dean of Men; Assistant Professor of Physical Education*
A.B., Rollins College (1946;1951)
- ALICE DEAN KELLY *Instructor in English*
B.S., Berry College; M.A., University of Georgia (1952;1952)
- CLYDE VERNON KELLY, JR. *Instructor in Golf*
A.B., Rollins College (1951;1951)
- EMILIA EULALIA KNIGHT *Instructor in Oral Spanish*
(1945;1952)
- DOROTHY IRENE KOEHLER *Registrar (Assistant Professor)*
A.B., Woman's College of the University of North Carolina (1948;1951)
- JAMES MCDUGALL *Instructor in Tennis*
(1947;1947)
- JOHN WITHERSPOON MCDOWALL *Professor of Physical Education; Director of Athletics*
B.S., North Carolina State College; M.S., Duke University (1929;1949)
- FLORA LINDSAY MAGOUN *Assistant Professor of Business Education*
A.B., Wellesley College; A.M., Columbia University (1935;1946)
- CHARLES STETSON MENDELL, JR. *Professor of English*
A.B., Dartmouth College; A.M., Harvard University (1936;1946)
- AINSLIE BURKE MINOR *Assistant Professor of Spanish*
A.B., Marietta College; A.M., Ph.D., Princeton University (1945;1945)

FACULTY

- PHILIP HENRY MITCHELL *Visiting Professor of Chemistry*
(*Winter and Spring Terms*)
Ph.B., Ph.D., Yale University; Sc.M. (1953;1953)
- SALLY ALICIA MONSOUR *Instructor in Music Education*
B.M., Manhattanville College of the Sacred Heart; M.A., Columbia University (1951;1951)
- HELEN MOORE *Professor of Piano; Acting Director, Conservatory of Music*
B.M., University of Illinois; Mus.D.; Graduate fellowship, Juilliard School of Music; Diplôme d'Execution, Conservatoire Americain, Fontainebleau; pupil of Isidor Philipp, Olga Samaroff, James Friskin, Harold Bauer (1928;1945)
- VERNON RICHARD MORGAN *Instructor in Psychology*
(*Fall Term*)
A.B., Rollins College; M.A., University of Florida (1952;1952)
- MARY JARMAN NELSON *Assistant Professor of Music Education*
B.M. in piano, Queens-Chicora College; graduate study, University of California, University of South Carolina, University of Montana; pupil in piano of Guy Maier (1947;1948)
- CONSTANCE ORTMAYER *Professor of Sculpture*
Graduate, Royal Academy of Vienna and Royal Academy Master School (1937;1947)
- AUDREY LILLIAN PACKHAM *Professor of Education*
B.S. in Educ., Florida State College for Women; A.M., Columbia University (1930;1947)
- FLEETWOOD PEEPLES *Director of Aquatic Sports*
(1922;1922)
- FLORENCE PETERSON *Visiting Professor of Economics*
A.B., Ohio Wesleyan University; A.M., University of Wisconsin (1952;1952)
- RICHARD CHARLES PLUMER *Visiting Instructor in Business Administration*
A.B., Dartmouth College; LL.B., Harvard Law School (1949;1949)
- MARSHALL KENT POWERS *Assistant Professor of Sociology*
A.B., Marietta College; M.A., University of Colorado (1952;1952)
- DONALD KEVIN REYNOLDS *Instructor in Business Administration*
(1952;1952)
- B.B.A., University of Miami
- JOHN OLIVER RICH *Director of Admissions (Assistant Professor)*
A.B., Rollins College; A.M., Johns Hopkins University (1949;1949)
- WINNIE DAVID ROBBINS *Associate Professor of Business Administration*
B.S., North Texas State College; M.B.A., Northwestern University (1952;1952)
- *JESSE SQUIBB ROBINSON *Visiting Professor of Economics*
(*Winter and Spring Terms*)
A.B., Allegheny College; Ph.D., Johns Hopkins University; L.H.D. (1953;1953)
- JOHN ROSS ROSAZZA *Associate Professor of Voice*
B.M., Westminster Choir College; graduate study, Conservatoire Americain, Fontainebleau; Conservatoire National de Musique, Paris; pupil of John F. Williamson, Martial Singer, Charles Panzera (1950;1952)
- *Professor of Economics, Carleton College, on leave, second semester*

FACULTY

- JAMES HERSHEY RUSSELL *Professor of Psychology*
A.B., Allegheny College; A.M., Columbia University; Ph.D., Indiana University (1947;1947)
- GEORGE SAUTE *Professor of Mathematics; Director of Courses for the Community*
Ph.B., A.M., Brown University (1943;1946)
- WILLIAM ROY SHELTON, JR. *Assistant Professor of English; Director of Public Relations*
A.B., Rollins College (1950;1950)
- BERNICE CATHERINE SHOR *Associate Professor of Biology*
B.S., M.S., Rollins College (1926;1942)
- HERMAN FREDERICK SIEWERT *Professor of Organ; Organist of Knowles Memorial Chapel*
F.A.G.O., Mus.D.; graduate, Guilman Organ School; diploma, Conservatoire Americain, Fontainebleau; pupil of William C. Carl and Marcel Dupré (1923;1945)
- RHEA MARSH SMITH *Professor of History*
A.B., Southern Methodist University; A.M., Princeton University; Ph.D., University of Pennsylvania (1933;1941)
- IRVIN STOCK *Assistant Professor of English*
B.A., New York University; M.A., Columbia University (1952;1952)
- WENDELL CORNELL STONE *Professor of Philosophy*
A.B., Pomona College; Ph.D., Yale University; LL.D. (1933;1941)
- PETER GRAM SWING *Instructor in Music; Associate Choirmaster of Knowles Memorial Chapel*
A.B., A.M., Harvard University; graduate study, University of Utrecht (1952;1952)
- STANLEY DOUGLAS TASKER *Associate Professor of Art*
B.A.E., School of the Art Institute of Chicago (1951;1951)
- MARY CASHMAN TAYLOR *Instructor in Art*
B.A., Carnegie Institute of Technology; Art Institute of Chicago; Parsons Mexican Summer School (1952;1952)
- DAN ANDERSON THOMAS *Associate Professor of Physics*
B.S., University of Chattanooga; Ph.D., Vanderbilt University (1952;1952)
- COLETTE VAN BOECOP *Visiting Lecturer and Professor of French Civilization*
License de Philosophie, faculté de Paris; Agregation de Lettres A and B (license et agregation) de Français litterature, philologie, phonetiques, Université d'Amsterdam (1942;1943)
- RICHARD HOWARD VERIGAN *Instructor in Theatre Arts*
B.S., Rollins College (1945;1949)
- PAUL ANTHONY VESTAL *Professor of Biology; Director of the Thomas R. Baker Museum of Natural Science and the Beal-Maltbie Shell Museum*
A.B., Colorado College; A.M., Ph.D., Harvard University (1942;1949)
- ALEXANDER WAITE *Professor of Psychology*
A.B., University of South Carolina; M.Ed., Ph.D., Duke University (1937;1942)
- EDWIN RUTHVEN WALKER *Dean of the College; Professor of Philosophy*
A.B., Southwestern University; B.D., Vanderbilt University; Ph.D., University of Chicago (1952;1952)

FACULTY

- *WILLIAM BISHOP^{*} WHITAKER *Professor of Speech*
 A.B., St. Cloud Teachers College; A.M. Northwestern University;
 Ph.D., University of Wisconsin (1946;1949)
- MARIAN HOXIE WILCOX *Assistant Dean of Women*
(Assistant Professor)
 (1931;1951)
- BARBARA PARSONS ZEIGLER *Instructor in Modern Dance*
(Winter Term)
 A.B., Rollins College (1950;1950)

Additional Instructional Staff

- GORDON APGAR *Director of Tennis*
 (1940;1952)
- JAMES EDGAR BELL *Consultant*
 B.S., University of Chicago; Ph.D., University of Illinois (1945;1952)
- FREDERIC QUINTARD BOYER *Consultant on Maps,*
Mills Memorial Library
 Ph.B., M.E., Yale University (1952;1952)
- THEODORE COLLIER *Consultant*
 A.B., A.M., Hamilton College; Ph.D., Cornell University; L.H.D.
 (1945;1952)
- OLIVER KNIGHT EATON *Consultant on American Institutions*
 A.B., Allegheny College; LL.D. (1951;1951)
- NORMAN EVERETT GILBERT *Consultant*
 A.B., A.M., Wesleyan University; Ph.D., Johns Hopkins University
 (1945;1952)
- WILLARD MERRILL HALL *Consultant on American Institutions*
 B.S., United States Military Academy (1951;1951)
- HELEN JANE HOOD *Assistant in Piano,*
Courses for the Community
 A.B., B.M., Rollins College (1951;1951)
- ROBERT HUFSTADER *Choirmaster of Knowles Memorial Chapel*
 B.M., Eastman School of Music (1952;1952)
- EDITH SCHULZ JANNENGA *Instructor in Art,*
Courses for the Community
 A.B., Rollins College (1951;1951)
- EDNA WALLACE JOHNSTON *Associate Professor of Flute,*
Courses for the Community
 B.M., Rollins College; graduate study, Eastman School of Music
 (1925;1951)
- HERBERT ANTHONY JORDAN *Instructor in Psychology,*
Off-Campus Courses, U. S. Military Bases
 B.S., M.A., Sam Houston State Teachers College (1951;1951)
- VIOLA LUDWICK *Instructor in Education*
 (1951;1951)
- MICHAEL MALIS *Instructor in Voice,*
Courses for the Community
 B.M., Rollins College; A.M., Columbia University (1952;1952)
- JOHN MARTIN *Consultant on International Relations*
 B.S., University of London; LL.D. (1929;1929)

*Absent on Leave, 1952-1953

FACULTY

- MARION MARWICK *Assistant in Piano,
Courses for the Community*
Associate, Toronto Conservatory of Music; graduate study with
Alberto Guerrero and Myrtle Rose (1951;1951)
- JOSEPH HENRY MOURFIELD *Instructor in Art,
Off-Campus Courses, U. S. Military Bases*
(1952;1952)
- WILLIAM ROY SHELTON, SR. *Instructor in English and Business
Administration, Off-Campus Courses, U. S. Military Bases*
A.B., Trinity College (now Duke University); LL.B., University
of North Carolina (1952;1952)
- PHYLLIS SIAS *Assistant in Piano,
Courses for the Community*
A.B., Boston University; graduate study, Ecole Normale de Musique,
Paris (1943;1943)
- MARGUERITE MULLER SIBOL *Instructor in Mathematics,
Off-Campus Courses, U. S. Military Bases*
A.B., Bucknell University; A.M., University of Florida (1952;1952)
- FREDERICK WINFIELD SLEIGHT *Consultant on Anthropology,
Courses for the Community*
A.B., University of Arizona (1947;1947)
- ELIZABETH SHERMAN SWING *Instructor in English,
Off-Campus Courses, U. S. Military Bases*
A.B., A.M., Radcliffe College (1952;1952)
- CARYL JEANNE TASKER *Instructor in Art,
Courses for the Community*
B.F.A., School of the Art Institute of Chicago (1952;1952)
- ANNA NORTON WHEELER *Instructor in Equitation*
(1937;1944)

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LIEUTENANT GENERAL LEWIS H. BRERETON, USAF, RET.
VICE ADMIRAL ALLAN R. MCCANN, USN, RET.
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FACULTY

Graduate Assistants

MARGARET FICQUETTE SMITH, B.M. *Piano*
MARJORIE JANET PATTON, A.B. *Physical Education*

Undergraduate Assistants

SAMUEL BENJAMIN BARLEY *Biology*
FRANK D. SHERWOOD EVANS *Biology*
BARBARA JEANNE MACK *Biology*
EDWARD WALTER SCHEER, JR. *Biology*
ROBERT NORTHAM GODDARD *Chemistry*
WILLIAM THOMAS HOUSE *Chemistry*

Student Health Service and Infirmary

MEREDITH MALLORY, A.B., M.D., D.Sc. . . *College Physician*
WALTER BAILEY JONNSTON, B.S., M.D. . . *Infirmary Physician*
EDITH NICHOLAS, R.N. *Head Nurse*
ELIZABETH PLUMMER, R.N. *Assistant Nurse*

(H) corrected on 3rd press proof.

Degrees And Awards

Degrees Conferred

February 25, 1952

MARY PICKFORD—*Doctor of Humanities*
FRANCIS HENRY TAYLOR—*Doctor of Literature*
JAMES HENDERSON DUFF—*Doctor of Laws*
MILLARD FILLMORE CALDWELL—*Doctor of Laws*
JOSE FIGUERES—*Doctor of Laws*
KAMIL ABDUL RAHIM—*Doctor of Laws*

JUNE 4, 1952

Bachelor of Arts

Mary Skook Bailey
Richard Hackett Baldwin
Francis Hurlbert Barker
Dianne Adele Barnes
Irene Lee Berkman
Paul Raymond Binner
with Distinction
George William Bissett
Leslie Cyril Boyd
Cecile Anne Boyle
Daniel Thomas Bradley
Gretel Gertrude Braun
Phyllis Jeanne Brettell
Mary Lou Buchanan
Thomas Woolf Buchbinder
Mary Margaret Burnett
Edward Burney, Jr.
Jane Longfelder Carmel
Mary Corwin Carter
Lyle David Chambers
Gordon Baine Clark
Jerome Stuart Clark
Barbara Jean Coleman
Donald Corrigan
Wilford B. Cox
Pamela Fitzgerald Craig
Willard Crompton
Jean Marguerite Currie
Allen Bernard Curtis
Barbara Ann Davis
Hester Ashmead Davis

Bette Neil de Holczer
Helen Kate Demetrelis
with Distinction
Marsanne Chase di Lorenzo
Alice Roberta Doerr
Daniel Francis Dougherty
Derek Dunn-Rankin
Richard Francis Eagle
with Distinction in Sociology
Alice McNeill Egan
Richard Alden Elliott
Barbara Isabel Feidelson
Charles Joseph Finley, Jr.
Nancy Ellen Flavell
Elizabeth Ann Fletcher
Kenneth Raymond Flowers
William Frederick Fricke
Joseph Gillen
Virginia Margaret Gold
Phyllis Rick Gonzalez
Harold Van Dorn Gourley
John Leonard Gray
Lawrence Samuel Gregory, Jr.
Ruth Carroll Hall
Fred William Hallauer
Robert James Harding
Robert Charles Heath
Carlton Clinton High, Jr.
Saretta Hoyt Hill
Mary Ann Hobart
Catherine Dix Johnson

DEGREES AND AWARDS

Annie Katherine Jones	Patricia Ann Roberts
Elmer Edmond Kaptein	John Fenner Sanderford, Jr.
Evelyn Jean Kavanaugh	Eleanor Garrett Sangree
Josephine Slingluff Hall Kelly	Evelyn M. Schrader
Karen Elizabeth Kelly	Walter Jerome Searson
<i>with Distinction in Spanish</i>	Liane Marie Seim
Betty Lou Kepler	Richard Eugene Seyler
James Williams Key	Walter Davis Shelly, Jr.
Paul Klores	Eleanor Frances Smith
Timothy Hugh Lofton	Ralph Alonzo Snyder
Howard Mallen	Daniel Marshall Soref
Mary Jane Mallory	Stanley Frank Stipick
David Tolsma Manley	Henry Louis Sutphen
Don William Matchett	Barbara Jewett Swift
John Albert Mayhall	Richard Barrett Sydnor, Jr.
Robin Chadwick Merrill	Mary Dale Travis
Norbett Lawrence Mintz	Marie Fanchon Turck
Benjamin F. Mount	Paul Alfred Ulrich
Margaret Clyde Munch	Barbara Sue Varland
Marilyn Louise Naas	John Robert Vereen, Jr.
Rose Earnest Naylor	Diane Kendrick Vigeant
Sarah Josephine Newton	Richard Crawford Vreeland
Ardath Anne Norcross	Mariella Davidson Waite
Alys Joy Oglesby	Gerard Scott Walker
Eleanor Carroll Lyster Parker	John Graham Wallace, Jr.
Ralph Lawrence Pernice	Lydia Treadway Wallace
Alvin Edward Peterson	Addison Wheelock Warner, Jr.
Frances Claudine Peterson	James Arden Wesley
Thomas Monroe Pickens	Edward Tracy Whitney, Jr.
Gerald Herbert Polakoff	Louis Everette Williams
Wayne Morgan Pontious	Hester Louise Sturgis Williamson
Alice Olive Poole	Jean Raaen Wiselogel
<i>with Distinction</i>	Paula Jean Wrenn
Richard Downing Pope, Jr.	Robert Morgan Yoder
Jacqueline Preis	Thomas Ray Young

Bachelor of Science

Robert Peter Neuhaus	Raymond Harrison Ryder, Jr.
Philip Howard Nicely	Elizabeth Camille Williams
<i>with Distinction in Physics</i>	Donald Ray Work

Bachelor of Music

Doris May Campbell	Marion McKellar Israel
<i>(Piano)</i>	<i>(Piano)</i>
Florence Ann Clements	Natalie Miller
<i>(Music Education)</i>	<i>(Violin)</i>

DEGREES AND AWARDS

John Robert Reardon	Don Marshall Stone
(Voice)	(Piano)
Margaret Ficquette Smith	
(Piano)	

HONORS AND AWARDS

1951-52

The Rollins Decoration of Honor

William Montgomery Traer, Sr.

The General Reeve Awards for Scholarship

Paul Raymond Binner	Karen Elizabeth Kelly
Helen Kate Demetrelis	Norbett Lawrence Mintz
Elizabeth Camille Williams	

Algernon Sydney Sullivan Medallion

Jessie Barrett Neville	Hester Ashmead Davis
Richard Alden Elliott	

Order of the Libra Cup

Mary Ann Hobart

Chi Omega Social Science Award

Alice Olive Poole

Gamma Phi Beta Economics Prize

Alice Roberta Doerr

The General Reeve Essay Contest

Edward Burney, Jr.	Alexander Wakeleon Johnson
Gordon Baine Clark	Raymond Daryl McMullin II
*Derek Dunn-Rankin	Norbett Lawrence Mintz

*Winner of the Hamilton Holt Award

Zeta Alpha Epsilon Book Prize

Philip Howard Nicely

Thomas R. Baker Memorial Prize

James Albert Krisher

The Phi Beta Awards

Music

Doris May Campbell

DEGREES AND AWARDS

Theatre Arts

Catherine Dix Johnson

Pi Beta Phi Dramatics Prize

Wilbert H. McGaw, Jr.

Theta Alpha Phi Award

Takayo Tsubouchi

Daniel Paul Matthews

Phi Mu Athletic Trophy

Alice Roberta Doerr

The O'Brien Intramural Trophy

Kappa Alpha Theta

The J. Gordon Clerk Intramural Trophy

X Club

Campus Sing

Kappa Kappa Gamma

Scholarship Trophy

Alpha Phi Lambda

Independent Women

SUMMARY OF ENROLLMENT

Fall Term 1951-52

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

ALABAMA	2	MISSISSIPPI	3
ARKANSAS	2	MISSOURI	5
CALIFORNIA	5	NEW HAMPSHIRE	2
COLORADO	1	NEW JERSEY	14
CONNECTICUT	12	NEW YORK	55
DELAWARE	1	NORTH CAROLINA	12
DISTRICT OF COLUMBIA	6	OHIO	31
FLORIDA	273	OKLAHOMA	2
GEORGIA	9	PENNSYLVANIA	19
ILLINOIS	49	RHODE ISLAND	1
INDIANA	13	SOUTH CAROLINA	5
KANSAS	1	SOUTH DAKOTA	1
KENTUCKY	7	TENNESSEE	13
LOUISIANA	1	TEXAS	2
MAINE	6	VERMONT	2
MARYLAND	10	VIRGINIA	4
MASSACHUSETTS	20	WEST VIRGINIA	3
MICHIGAN	22	WISCONSIN	14
MINNESOTA	3	HAWAII	1
		PUERTO RICO	1

FOREIGN COUNTRIES

BRAZIL	1	FRANCE	1
CANADA	1	IRAN	1
CHILE	1	JAPAN	1
COLOMBIA	1	MEXICO	2
COSTA RICA	1	PHILIPPINE ISLANDS	1
EGYPT	1	VENEZUELA	1

GENERAL SUMMARY FOR FALL TERM 1951-52

WOMEN STUDENTS	326	TOTAL ENROLLMENT	*646
MEN STUDENTS	320		

*This includes 43 unclassified students taking courses for credit on the Rollins campus.

Fall Term 1952-53

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

ALABAMA	7	MISSISSIPPI	3
ARKANSAS	2	MISSOURI	11
CALIFORNIA	5	NEW HAMPSHIRE	2
COLORADO	1	NEW JERSEY	18
CONNECTICUT	13	NEW YORK	56
DISTRICT OF COLUMBIA	6	NORTH CAROLINA	10
FLORIDA	260	OHIO	30
GEORGIA	11	OKLAHOMA	5
ILLINOIS	32	PENNSYLVANIA	27
INDIANA	19	RHODE ISLAND	1
IOWA	1	SOUTH CAROLINA	2
KANSAS	2	TENNESSEE	14
KENTUCKY	10	TEXAS	5
LOUISIANA	1	VERMONT	1
MAINE	4	VIRGINIA	6
MARYLAND	8	WASHINGTON	1
MASSACHUSETTS	23	WEST VIRGINIA	2
MICHIGAN	17	WISCONSIN	12
MINNESOTA	3	PUERTO RICO	2

SUMMARY OF ENROLLMENT

FOREIGN COUNTRIES

ARGENTINA	1	FRANCE	1
CANADA	4	IRAN	1
CHILE	2	JAPAN	1
COLOMBIA	1	MEXICO	2
CUBA	1	NETHERLANDS WEST INDIES	1
EGYPT	1	TURKEY	1
ENGLAND	1	VENEZUELA	2
EQUADOR	1		

GENERAL SUMMARY FOR FALL TERM 1952-53

WOMEN STUDENTS	325	TOTAL ENROLLMENT	*654
MEN STUDENTS	329		

*This includes 86 unclassified students taking courses for credit on the Rollins campus.

EQUADOR

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